

**UNIVERSITY OF CALIFORNIA, SANTA BARBARA
DEPARTMENT OF ANTHROPOLOGY**

**SPECIALIZATION IN
BIOSOCIAL ANTHROPOLOGY
MA/PHD PROGRAM GUIDELINES**

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PLEASE NOTE

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The 2007-08 Department of Anthropology *Student Guidelines*, is designed to be used in conjunction with the Graduate Division's *Graduate Handbook**, for detailed requirements, policies, and procedures specific to the University and the Department of Anthropology.

Every attempt has been made to ensure that the information in this handbook is current and correct as of the printing date in September 2007. It is each student's responsibility to confirm the deadlines, requirements and paperwork that apply to his/her degree/credential program at each step in the graduate school process.

It is important to meet, on a regular basis, with your own faculty advisor. Other key persons to consult as necessary are your Program Assistant, the Faculty Graduate Advisor, the Chair, and/or the Graduate Division.

* *Graduate Division's, Graduate Handbook, is available on-line at www.graddiv.ucsb.edu/pubs/*

GUIDELINES FOR THE GRADUATE PROGRAM IN BIOSOCIAL ANTHROPOLOGY

Effective Fall 2007

Overview

The Ph.D. program in Biosocial Anthropology at the University of California at Santa Barbara is designed to provide each student by graduation with: (1) a comprehensive knowledge of general anthropology, including the traditional four fields of ethnology, archaeology, linguistics, and especially biological or physical anthropology; (2) a professional introduction to the full range of scientific approaches, conceptual tools and core knowledge that have been developed in the biological, behavioral and social sciences, including cognitive science, demography, developmental biology, ecology, economics, environmental science, evolutionary biology, life history theory, neuroscience, psychology, and statistics; (3) solid grounding in the theory, practice, and research design relevant to the student's intended career path, (4) professional objectives and an active research program, (5) the practical skills necessary for field work, laboratory work, experimental work, and data analysis; (6) oral and writing skills necessary for professional communication.

At the time each student enters the program, he or she is assigned a faculty advisor who will direct the student's studies through the first two years. During this period, the faculty advisor may be changed, as described below. Through a written contract, the student, advisor, and the student's M.A. committee formalize an individual program of study through which the student gains basic training in anthropology, biology, and allied fields, as well as the field, laboratory and analytical skills necessary to accomplish his or her professional goals. The M.A. committee is formed at the same time the contract is developed and submitted for approval by the student. This contract typically includes two years of course work, directed reading, and independent study. The student, as part of the contract, must select between the two tracks offered by the wing: (1) bioarchaeology; or (2) behavioral ecology/evolutionary psychology, based on the professional community the student anticipates joining upon obtaining the Ph.D.

At the beginning of the third quarter of study, the student selects, with the approval of her or his advisor, an empirical research project to be conducted over the following four quarters, and is encouraged to develop an apprenticeship relationship with a faculty member (who will typically be or become the student's advisor) on this project. The advisor directs the research project, and the student is expected to write up the project into an article-length research paper that demonstrates analytical abilities and writing skills, in the form suitable for submission to a professional journal. The student presents the project during the spring quarter of the second year, and the paper is due within 90 days of the successful completion of the comprehensive examination. The paper must be approved by the student's M.A. committee.

The acquisition of knowledge obtained during the first two years of study is demonstrated on a comprehensive examination usually given at the beginning of the third year of graduate study, although the student may petition for a different date. The examination includes a written component, and a subsequent oral examination. With the successful completion of required course work, the competency contract, the comprehensive examination, and the research paper, the M.A. degree is awarded. At this point, based on overall performance, each student is evaluated by the wing members for possible continuation in the Ph.D. program, and may be

admitted to the Ph.D. program at the discretion and request of the wing, with the approval of the Department Chair.

After being admitted to the Ph.D. program, the student forms a Ph.D. committee, with a Chair, who also becomes the student's advisor. In the context of a final required course and in consultation with the Ph.D. committee, each student develops a Ph.D. contract and a Dissertation Proposal following the format of a NSF Dissertation Improvement Grant proposal. The contract may specify further course work, if deemed necessary by the Ph.D. committee. The student has an Oral Qualifying Exam during which he or she presents the Dissertation Proposal to the Ph.D. committee. Approval of the contract and proposal, and passage of the Oral Qualifying Exam qualify a student for candidacy.

Once candidacy is achieved, the student begins work on the dissertation. The dissertation, when completed, must be approved by the Ph.D. committee. The dissertation research is presented in a public colloquium. After the dissertation is approved and the colloquium presented the student is awarded the Ph.D. degree.

Completion of the M.A. requirements will usually require two years from entry into the program, that is, prior to beginning the seventh quarter. Students should achieve candidacy during or at the end of their third year of study. Students should plan their time so that they complete their Ph.D. requirements by the end of their fifth year or at latest, sixth year (unless a part-time student, see Section VIII).

At the end of each academic year, the entire faculty reviews the progress of each student who has not yet achieved candidacy. On the basis of this review a student is provided with a written evaluation of his or her progress. This evaluation attempts to identify student strengths and weaknesses, criteria for continuation or termination, and to make recommendations to the student.

Our department offers both the MA and Ph.D., but the biosocial wing does not admit students who intend to leave the program when they have completed the Master's degree. The ultimate objective of the students admitted into this program is to receive the Ph.D.

A student who enters the graduate program with a Bachelor's degree as the highest degree carries out the course of study outlined below, unless exceptional circumstances outlined in a petition to the wing lead to a waiver. A student who does not have sufficient background in the biological and behavioral sciences may need to work out an individual program of study with the faculty in preparation for the Ph.D. program.

A student who enters the program with an M.A. degree will typically be expected to complete all program requirements described below, although it is not necessary to meet University residency requirements for the M.A. degree if a second M.A. degree is not desired. A student who enters with an M.A. degree may have specific requirements waived on the basis of work done elsewhere (see section XIII). Based on the work required for the M.A. received, either part or the entire comprehensive exam may be waived, or the research paper may be waived. However, both requirements will not be waived except under exceptional circumstances, to be determined on a case-by-case basis.

I. Faculty Advisor

- A. A faculty advisor is assigned to each incoming student. The advisor is responsible for advising the student through the time at which the comprehensive exam is taken and the Ph.D. committee is formed.
- B. The faculty advisor is selected by the Biosocial faculty member on the departmental graduate committee in consultation with the Biosocial faculty. The selection is made, insofar as possible, to match student and faculty interests.
- C. The faculty advisor may be changed with the consent of the parties involved. In order to change the faculty advisor, the student must file with the Graduate Program Assistant a Notice of Change in Advisor that has been signed by both the old and new advisor. (This form can be found on the Anthropology Department website).

II. M.A. Course Requirements

- A. The first two years of graduate study are organized around course work. Students are expected to take at least the equivalent of two graduate courses a quarter (usually seminars) and an (undergraduate) upper division course, with the aim of gaining background and breadth in training. For students with Teaching-Assistantships, Anth 501, TA Practicum, may serve as the third course. Graduate seminars are regarded as essential to graduate training and offer important contexts for faculty-student interaction. As breadth is import, students are required to have taken at least one substantive course with each member of the Biosocial faculty.
- B. Each Student must obtain training sufficient for his or her dissertation research and long-term goals, and should take courses from within and outside the department to prepare him or her for the comprehensive examinations and subsequent research. Additional courses should be worked out as part of the contract in consultation with the advisor and committee, and students are responsible for pursuing a coherent program of course work related to acquiring professional competence in Biosocial Anthropology.

- C. Students are expected to take one course in linguistics or psycholinguistics, or one class of Anthropology 596 (Directed Reading) in linguistics, or one course in language preparation appropriate for their field site.
- D. At most four (4) units of Anthropology 596, Directed Reading, and four (4) units of Anthropology 596, Masters Examination Preparation, may be taken within the first six quarters in addition to a 596 course to fulfill the linguistics requirement.
- E. All courses, exclusive of Anthropology 501, contributing to the fulfillment of the MA degree must be taken for a letter grade. Graduate students must maintain a B or better grade in all courses that are to be counted towards a degree. Poor performance in course work may result in termination from the program. It has been the department's experience that the accumulation of incomplete grades can lead to insurmountable difficulties, even for able and promising students. Financial aid and teaching assistantships will not be granted to students with more than one incomplete grade. Extensions of incomplete grades beyond the usual one-quarter time limit will not normally be allowed, and all incomplete work must be submitted for final evaluation no later than 6 weeks into the next quarter. In the event of an incomplete grade, it is the responsibility of the student to contact the faculty member of the course in which the student accumulated an incomplete grade, and ascertain the remaining requirements to be discharged.
- F. At the beginning of each quarter, students must have their advisor sign their Quarterly Course List Approval form and submit it to the Graduate Program Assistant. Students are strongly advised to consult with their advisor well in advance of the beginning of each quarter, and to plan their courses with the MA requirements in mind.

III. Contract

- A. In consultation with the advisor, the student writes an individual contract.
 - 1. The purpose of the contract is to focus study in the Ph.D. program on the individual needs and interests of the student.
 - 2. The contract identifies work to be done during residency in the graduate program, including:
 - a. work needed to achieve competency necessary for the student's professional specialization
 - b. work to be done to remedy academic deficiencies
 - c. specification of the research paper topic
 - d. specification of the dissertation proposal topic if known by this time.
 - e. the declaration of three areas of specialization that the student will be responsible for on her or his comprehensive examination, in addition to the general section of the examination; these areas of specialization are to be defined in the contract through a reading list prepared by the student in

consultation with the faculty identifying what he or she will be held responsible for knowing; the reading lists should be begun by the middle of the third quarter, proposed by the end of the fourth quarter, and are due in final form, approved by the committee, by the end sixth week of the fifth quarter of residence;

3. The contract may include regular course work inside or outside the department, directed reading courses (Anthropology 596), or experience outside the University. The student is required to take graduate courses offered by the department that are relevant to his or her specialization.
4. Once a draft of the contract has been prepared through consultation with the advisor, the student selects two additional faculty members to review the contract, typically in a meeting of the student, advisor and the two faculty reviewers. Changes to the draft suggested during this meeting will then be integrated into the final version of the contract. The final version shall be signed by the student, advisor, and two faculty reviewers and a copy must be filed with the Graduate Program Assistant.
5. With the consent of the advisor, the M.A. committee, and later the Ph.D. committee, the contract may be revised at any time. It is intended to guide student progress, but it is recognized that as the student's interests develop, needs will change.

IV. The M.A. Committee and Evaluation of Contract

A. When the student formulates the M.A. contract, the student forms an M.A. committee which directs the student through the time of the M.A. evaluation and until the formal Ph.D. committee is constituted.

1. The M.A. committee must, at all times, consist of a chair from the wing and at least two other members, of which at least one must be a member of the faculty of the UCSB Department of Anthropology (or an affiliate). One of the three may be from another UCSB department relevant to the student's projected course of research. If appropriate, and approved by the advisor, additional faculty members (either from within or outside the University) may also be part of the M.A. committee.
2. Once formed, the student may change committee composition or the advisor with the approval of the committee chair (the student's advisor) and affected committee members. A faculty member may withdraw from the committee at any time.
3. At the time at which the committee is formed and any time the composition of the committee changes, the student must file the M.A. Committee Form, which is signed by the committee chair and all new committee members, and filed with the Graduate Program Assistant.

B. The M.A. committee must be formed by the end of the student's third quarter of residence.

- C. In consultation with the M.A. committee, the student evaluates the contract formulated during the first year of study to ensure that it reflects current interests. Any revisions to the contract must be approved in writing by the M.A. committee, through a request circulated first to the student's advisor.

V. Comprehensive Exam

- A. Through a comprehensive examination, the student demonstrates knowledge of general anthropology, the behavioral, biological, and social sciences, and method and theory in biosocial anthropology.
- B. The student may take up to 4 units of Anthropology 597, Individual Study for Master's Comprehensive Exam, in order to prepare for the exam.
- C. The student must take the comprehensive exam before the beginning of the third year in residence. The comprehensive exam is offered at least once a year.
- D. The exam is graded by the Biosocial faculty, in consultation with whatever outside faculty they may choose. The exams will be evaluated as:
- fail
 - conditional MA pass
 - MA pass
 - conditional Ph.D. pass
 - Ph.D. pass
 - Ph.D. high pass

A Ph.D. Pass is required for Ph.D. candidacy. Students who receive a grade of Fail will be asked to leave the graduate program. In the event a student fails to obtain a Ph.D. Pass, the student may retake the examination when it is offered subsequently no more than once. Students receiving conditional grades may be asked to complete additional work in order to achieve a passing grade on the examination.

- E. In certain cases, the faculty may make a grade contingent on satisfactory completion, by a specified deadline, of a set program of remedial work, including course work.
- F. Failure to take the comprehensive exam before the beginning of the third year in residence (or to get a written waiver from the Departmental Chair prior to the administration of the examination for a compelling medical or other reason), a grade of Fail on the exam, or the failure to satisfactorily complete required remedial work by the specified deadline, will result in the recommendation to the Dean of the Graduate Division that the student be dismissed from the program.

VI. Research Paper

- A. The student writes an article-length research paper, based on empirical research (field, laboratory, experimental, or archival) done either in collaboration with faculty, or, if approved, independently, that demonstrates skills in problem formulation, data analysis, and scientific argument, as well as literary competence. More detailed specifications for the paper are in the Research Paper Guidelines below.
- B. The student may take up to four units of Anthropology 598, Master's Thesis and Precandidacy Preparation, while writing the paper.
- C. The research paper is due in final form 90 days after being notified of successfully passing the comprehensive examination.
- D. The research paper is evaluated by a review committee that is usually the M.A. committee. However, if warranted by the paper topic, the committee chair may appoint additional faculty members to the review committee who will serve in addition to or instead of members of the provisional M.A. committee.
 1. One copy of the paper should be submitted to each member of the review committee by the deadline.
 2. The review committee makes one of three possible evaluations of the paper (as for a publication): acceptance, acceptance contingent on the completion of minor revisions, or rejection.
 3. If the paper is accepted contingent upon minor revision, a suitably revised paper must be submitted by a due date set by the review committee.
- E. Once the paper has been accepted, the student must file a final copy (signed by all review committee members) and file for his or her M.A. with the Graduate Program Assistant. At this point, in consultation with the advisor, the student is encouraged to submit the paper to an appropriate journal for publication.
- F. If no paper has been turned in by the due date, if the paper is rejected, or if acceptable revisions are not submitted by the date due, the faculty will recommend to the Dean of the Graduate Division that the student be dismissed from the program, unless the student has successfully obtained a waiver from her or his committee.

VII. M.A. Evaluation

A. M.A. Requirements

1. Completion of coursework deemed sufficient by the student's M.A. committee, including all required core courses.
2. Achieving a grade of Ph.D. pass or high pass on the comprehensive exam.
3. Acceptance of the research paper.
4. Completion of the rest of the contract.

B. Once all M.A. requirements have been met the Biosocial wing faculty will evaluate the student's overall performance, including course work, the comprehensive exam, the research paper, and general professional progress and performance. If, in this evaluation, a student is judged not to have the necessary ability or potential to complete the Ph.D. degree, the faculty will recommend to the dean of the Graduate Division that the awarding of the M.A. be the termination of the student's enrollment in the program. If, in this evaluation, the student is judged to have the necessary potential to complete the Ph.D., the student will be invited to continue on to the Ph.D.

C. Failure to fulfill these requirements in a timely way will lead to a recommendation to the Dean of the Graduate Division that the student be dismissed from the program.

Program Sequence

Outlined below is the basic temporal sequence anticipated for the first three years of graduate work.

1st Year

All qtrs	Take courses as per contract
Winter	Formulate contract and form M.A. Committee
Spring	Begin work on contract requirements Select topic of Research Project, & begin work

2nd Year

All qtrs	Finish taking basic courses Work on contract requirements
Fall	Student should have made substantial progress towards data collection on research project
Winter	Prepare for comprehensive exam and work on Research Project.
Spring	Prepare for comprehensive exam and work on Research Project. Presentation of Research Project Complete contract requirements

Late Spring / Summer

Prepare for Comprehensive Exams
Finalize Research Project

3rd Year

All qtrs	Take courses made necessary by dissertation topic Work on dissertation proposal
Fall	Comprehensive exams taken at beginning of Fall Quarter Comprehensive oral exam taken soon thereafter Submit research paper 30 days after Comprehensive exams. M.A. awarded upon passing the Comprehensive exam, and the approval of the research paper Evaluation of possible continuation towards Ph.D. Form Ph.D. committee Develop Ph.D. contract
Winter	Complete & present dissertation proposal Work on Ph.D. contract requirements
Spring	Complete dissertation proposal Complete contract requirements Take Oral Qualifying Exam Advance to Candidacy Begin data collection

4th Year

Conduct data collection

5th & 6th Year

Complete analysis and submit dissertation, present dissertation in public colloquium
Upon completion of all requirements, and approval and filing of the dissertation, the Ph.d. is awarded.

Ph.D. Program Requirements

I. The Ph.D. Committee and Contract

- A. Upon invitation to continue on to the Ph.D., the student must fill out a Ph.D. Form I establishing their doctoral committee. The Ph.D. committee must, at all times, consist of a chair from the wing and at least two other members, of which at least one must be a member of the faculty of the UCSB Department of Anthropology (or an affiliate). One of the three may be from another UCSB department relevant to the topic of the doctoral dissertation. If appropriate, additional faculty members (either from within or outside the University) may also be part of the Ph.D. committee.
- B. The student, with the advisor and Ph.D. committee, formulates and maintains a contract, incorporating the M.A. contract that specifies the steps necessary to complete the Ph.D., including the proposed topic of the dissertation, any course work or skills acquisition necessary for conducting the dissertation research, a schedule for completion of the dissertation, etc.

II. The Dissertation Proposal

- A. In consultation with the Ph.D. committee, the student writes a dissertation proposal. All committee members must be given one month to comment on a draft of the proposal before its final version is prepared.
- B. The dissertation proposal should take the form of a proposal for a NSF Dissertation Improvement Grant to fund the student's dissertation research.
 - 1. Proposal length thus is limited to 20 double-spaced pages.
 - 2. A budget is required, but not the other supporting documentation required by NSF for the dissertation proposal.
- C. Anthropology 240B or 239A, Research Design and Writing, is designed to guide students in writing a dissertation research proposal and is recommended as a course for Ph.D. candidacy.
- D. The student should present the dissertation proposal publicly, after consulting with her or his committee to settle on an appropriate time and place of the public presentation. The Ph.D. committee approves the proposal once any necessary revisions have been completed.
- E. The student must file a final copy of the approved proposal (signed by all Ph.D. committee members) with the Graduate Program Assistant.
- F. If the student substantially changes the topic or nature of the dissertation project, the student must submit a new dissertation proposal, schedule a committee meeting, and obtain approval from the committee.

III. Oral Qualifying Exam

- A. Once the Ph.D. committee has been formed, the student must schedule an Oral Qualifying Exam. In this meeting with the Ph.D. committee the student presents an overview of his/her proposed dissertation research and responds to questions from committee members regarding the proposed research and background information related to the dissertation topic. If acceptable to the committee, the Oral Qualifying Exam may be the Departmental Brown Bag, with the committee meeting privately with the presenter after the presentation.
- B. The student is notified of the results of the Oral Qualifying Exam immediately afterwards.

IV. Advancement to Ph.D. Candidacy

A. Requirements for Ph.D. Candidacy

1. Formation of the Ph.D. committee.
2. Approval of the dissertation proposal.
3. Passage of the Oral Qualifying Exam.

- B. Once the requirements for advancement to candidacy have been met, the faculty recommends that the student be advanced to candidacy.
- C. In order to advance to candidacy the student must submit a PhD Form II to the Graduate Division with a copy to the Graduate Program Assistant, and must pay the prescribed advancement to candidacy fee.

V. Dissertation and Ph.D. Degree

- A. The dissertation must be a substantial work of original empirical scholarship, based on data gathered and analyzed by the student, testing significant hypotheses. The student is strongly encouraged to write the dissertation in such a manner that specific chapters can be easily modified and readied for publication as journal articles, or as a book. The student is strongly encouraged to send off such papers during or before the later stages of her or his graduate career, so that at the time of graduation, the student has a significant body of publications.
- B. Either before or after advancement to candidacy, the student should, in addition to other activities necessary to progress toward the Ph.D., prepare two documents intended to correspond to the first two chapters of the dissertation, when it is submitted. The first chapter should review in depth the existing literature inside and outside of anthropology relevant to the research questions that will be addressed in the dissertation project. The second chapter should identify the major hypotheses to be tested in the dissertation project, the methods proposed for data collection and hypothesis testing, and the ways in which possible outcomes would be analyzed and interpreted. Drafts of these chapters should be submitted, before the student leaves for dissertation fieldwork, or if the dissertation is to be based on laboratory work or experimentation, before the student embarks on the bulk of the laboratory and experimental work intended to constitute the basis for the dissertation.

C. Requirements for awarding the Ph.D.

1. The student submits a dissertation that has been approved by the Ph.D. committee.
2. The student must satisfy all University and Graduate Division requirements for the dissertation and the Ph.D. degree.
3. The candidate must present a public colloquium on the completed dissertation research. The student may request a waiver of the requirement for a public colloquium because of extreme difficulty returning to UCSB for this purpose, but for no other reason.
4. Once the dissertation has been approved and the colloquium presented, the committee will recommend the award of the Ph.D. degree.

VI. Petitions to Waive or Modify Graduate Program Requirements

A. The student may petition the faculty to waive or modify graduate program rules and requirements in individual cases, based on special circumstances.

1. In consultation with the student's advisor or Ph.D. committee chair, the faculty member responsible for a required course is responsible for waiving or modifying the course requirement.
2. The Biosocial wing faculty as a whole is responsible for waiving or modifying comprehensive examination or research paper requirements.

B. Petitions must be made in writing and must be submitted to the faculty member or members responsible for making the decision. Students are responsible for tracking the status of a petition, and delivered approved forms to the Graduate Program Assistant, and submitting modified contracts to reflect the petition.

C. In general, no MA/Ph.D. program requirements are waived for students entering with a B.A. degree. Students entering with an M.A. degree may have certain requirements waived for work done elsewhere. However, decisions are made on a case by case basis.

D. Approved petitions must be filed with the Graduate Program Assistant.

VII. It is the responsibility of the student, not the faculty advisor, committee chair, or department faculty to make sure that all deadlines are met, and that proper forms are filed.

Students are responsible for knowing their requirements, and following them. No requirement has been or can be waived through conversation. All requests for waivers must be submitted in writing, and have only been approved if the student receives the approval in writing, countersigned by the Departmental Chair. In each case, the student is responsible for insuring that the appropriate form is *filed with the Graduate Program Assistant*.

GENERAL INFORMATION

I. Guidelines and Forms

Completion of most of the steps leading to the MA and Ph.D. degrees involves the filing of forms: departmental forms are filed with the departmental Graduate Program Assistant while Graduate Division forms are filed with the Graduate Division. Many of the relevant guidelines and departmental forms will be provided to each graduate student at the time of entry into the program. The student is responsible for knowing relevant deadlines and filing the proper forms. Questions about the graduate program may be directed to the Graduate Advisor, the Graduate Program Assistant, the Faculty Advisor or the Chair of Graduate Committee, as appropriate. For each program step, the student is responsible for insuring that the appropriate forms are signed and filed with the Graduate Program Assistant.

II. The Academic File

A. Within the Ph.D. program, the M.A. and Ph.D. degrees are awarded and the student is advanced to candidacy on the basis of documented evidence that the student has completed program requirements. This documentation is contained in a file in the office of the Graduate Program Assistant.

B. Access to this file is obtained through the Graduate Program Assistant. Students have access only to the documents in the file that are not confidential.

C. It is the responsibility of each student to keep his or her academic file up to date, including the student's approved contract. This responsibility entails filing appropriate papers with the Graduate Program Assistant, as detailed in the guidelines, and making sure that the Graduate Program Assistant is kept up to date on progress through the program.

D. The file includes:

1. Specific records relevant to the student's progress in the graduate program.
 - a. The application to the graduate program.
 - b. Results of the comprehensive examination.
 - c. Ph.D. Committee Form.
 - d. The Contract.
 - e. Research Paper.
 - f. Application for the M.A. degree (if applicable).
 - g. Dissertation Proposal.
 - h. Application for Advancement to Candidacy.
2. Formal correspondence relevant to progress in the graduate program and year-end evaluations.

III. The Confidential File

The confidential file contains only letters of recommendation to which the student waived access in advance (including any such letters that accompanied the application to the graduate program).

IV. Course Work

A student is expected to complete the course work that is undertaken each quarter. Accordingly, the taking of an incomplete grade is discouraged and dropping of a course late in the quarter is not permitted. However, it is recognized that exceptions to the following rules may be warranted due to unusual circumstances beyond the student's control. Petitions for such exceptions should be submitted as specified in Section XI of the Guidelines.

A. Incomplete Grades

1. The incomplete grade is intended for use only when medical problems or other emergencies prevent timely completion of course requirements. It is not to be used when a student does not have the time to finish assigned work.
2. It has been the Department's experience that the accumulation of incomplete grades can lead to insurmountable difficulties even for students with considerable promise.
3. Teaching Assistantships will not be granted to students with more than one incomplete.
4. Extensions of incomplete grades beyond the usual one-quarter time limit normally will not be granted.

B. Dropping Courses

1. Faculty members will not sign applications to drop a course after the fourth week of classes.
2. A student who is a teaching assistant may not drop any course that would reduce the number of classes below the three class minimum.

C. Directed Reading (Anthropology 596)

A student enrolled in Anthropology 596 is expected to have at least one meeting per week with the supervising faculty member.

D. Normative load and performance

Students must take a minimum of 12 units per quarter, including upper division units and 500-level units for independent studies and Teaching Practicums. Graduate courses applied to the M.A. and Ph.D. program must be taken for letter grades. Students must maintain a grade of B or better in graduate courses; the department considers any grade

lower than a B to be inadequate performance for a graduate student. Students are required by the university to maintain a minimum cumulative GPA of 3.0, or be subject to dismissal.

The minimum required coursework for the MA is 36 units although 72 units is more common; under this category are included graduate seminars: upper division courses; 596s up to a maximum of 12 units. Units that count towards registration but not towards the MA fulfillment include lower division courses, TA practicum (501), and all courses in the 500s range except 596s.

During quarters in which students serve as teaching assistants, Anthropology 501, "Teaching Assistant Practicum," may serve as the third course.

At the beginning of each quarter students must have either their committee chair or (if unavailable) the biosocial graduate advisor approve and sign their quarterly list of courses (using the departmental *Quarterly Course List Approval* form), ensuring that students take the 12-unit minimum. This form will be filed with the department's Graduate Program Assistant.

V. Part Time Students

Under special circumstances the faculty will permit a student to work only part time on graduate studies. With respect to the deadlines each course completed will count as 1/3 of a quarter.

VI. Self-assessments and yearly evaluations

Each year, in advance of the yearly faculty support meeting (held at the end of the Winter Quarter) students prepare a yearly self-assessment, discussing their academic performance, professional development, research, publications, teaching, service, and attainment of goals (see section on GRADUATE STUDENT ANNUAL REPORT below). Subsequently, the faculty meets to evaluate each graduate student's academic performance and progress. The faculty meeting also serves as the basis for assigning financial assistance for the following year, including teaching assistantships. Teaching assistantship awards are based on academic merit and, if appropriate, demonstrated effectiveness as a TA. The latter is assessed both by means of faculty knowledge of the students' performance in the past and by ESCI student evaluations.

Students are strongly encouraged to meet with their advisors and other departmental members of their committee prior to this meeting, to clarify their financial needs and academic progress. Before the faculty meeting takes place evaluations are solicited from departmental faculty by the departmental graduate advisor, and the results of these evaluations are presented to the faculty as a whole.

Emphasis is placed on the quality of the students' writing, their oral presentations, and research ability. Course grades, the committee members' knowledge of the students, and the students' written self-assessments are also taken into account. At the end of the spring quarter, the anthropology faculty prepares a written evaluation of each student. This evaluation is sent to the student and is included in the student's academic file. To be eligible

for financial aid for the following year, the student must communicate her or his requests by filing the appropriate forms with the Graduate Program Assistant by the yearly deadline, and in parallel communicating the request to their advisor, or (if their advisor is unavailable), to a faculty member who will be at the meeting. Each student is responsible for tracking this deadline and filing all forms in a timely fashion.

VII. Faculty Advisor or Doctoral Committee Member on Leave

A problem can arise when decisions (for example, acceptance of a proposal) must be made while the faculty advisor or one or more of a student's committee members are on leave.

- A. In the event that a faculty advisor goes on leave, the student must arrange for a temporary advisor satisfactory to the regular advisor, and notify the Graduate Program Assistant accordingly.
- B. In some cases, a Ph.D. committee member on leave may agree to receive and evaluate student papers while on leave. Unless the committee member agrees to participate fully and will be in town during the leave, a replacement committee member must be appointed for the period of the leave.
- C. If the Ph.D. committee member on leave is not the committee chair, the committee chair shall appoint a temporary member of the committee. If the committee chair is to go on leave, he or she must arrange for an acting chair and replacement committee member before departing.

VIII. Graduate Division Requirements

The Graduate Division imposes various rules and requirements that all Ph.D. students must satisfy. Some of these are summarized here. For details see the UCSB Graduate Handbook.

A. Advancement to Candidacy

Formal advancement to candidacy requires (1) the completion of the Ph.D. Form II, which is available on the Graduate Division's website, (2) filing of this and any other required forms with the Graduate Division with copies submitted to the Graduate Program Assistant, and (3) requires payment of a processing fee. The form is filed with Graduate Division with a copy submitted to the Graduate Program Assistant. The student may also file a petition to apply for the Candidate in Philosophy degree, which may be useful in acquiring a teaching position prior to receiving the Ph.D.

B. Graduate Division Residence Requirement

The minimum residence requirement for the Ph.D. is six quarters. As defined by the Graduate Division, residence means that the student is engaged in study or research (including field research away from campus) on a full-time basis and has paid registration fees. A student must be registered for three consecutive quarters in regular session before being advanced to candidacy.

C. Time Limit on Graduate Studies, Normative Time, and Degree Deadlines

1. The Anthropology Department faculty expects that the Ph.D. in Anthropology will be completed within seven years (the Normative Time) is from the time of admission to completion. In any event, the University of California system has deadlines of four years for completion of Master's degrees and advancement to candidacy and three additional years for completion of Ph.D. degrees. Requests for extensions of these deadlines must be documented, supported by faculty, and provide evidence that the student is still current in the discipline.
2. Deadlines for advancing to candidacy: Students are expected to be advanced to candidacy for the doctorate by the end of the third year. The university requires that students advance to candidacy for the doctorate no later than four years from the time of admission. Students not advanced to candidacy by the end of the fourth year may be subject to dismissal.
3. University degree deadlines: The Graduate Council has set the university's degree deadline for completion of the master's is four years. The university's degree deadline for completion of the doctorate is seven years from first enrollment in the M.A. program. The student needs to plan her or his graduate career in order meet these deadlines after allowing for unforeseen interruptions. Waivers are not usually given. To file for a degree after the time limit deadline a student must petition for an extension of the deadline and obtain approval from the department and the Graduate Division. Justification for the extension must be given by the student and supported by the committee chair or Graduate Advisor to verify the student is up to date in his or her field.
4. Normative time and possible fee reductions: The university's degree deadline of seven years for the doctorate differs from the normative time of seven years for completing a Ph.D. in anthropology. This figure represents the faculty's estimation of what constitutes a reasonable period of time to complete a Ph.D. in anthropology at UCSB. Requests to extend normative time may be made to Graduate Division in truly extraordinary circumstances.
5. Financial support eligibility. Students who exceed normative time or degree deadlines may become ineligible to receive department funding. Students who do not complete their Ph.D. 3 years (9 quarters) post their advancement become P3 status. Students who have reached P3 status are not eligible to receive University funding. The only possibility for funding is through TA-ships and Graduate Student Research Assistantships.
6. It is the responsibility of the student to be aware of deadlines, meet them, and to insure that all required paperwork has been filed in a timely fashion.

D. Leaves of Absence

1. Students are expected by the Graduate Division to be registered continuously until they have advanced to candidacy.

2. Leaves of absence are authorized by the department and the Graduate Division for emergencies and for undertaking field research. Up to three quarters of leave are granted for purposes of field research.
3. A student who neither registers nor takes a leave of absence will "lapse status" as a student and must file a petition for reinstatement with Graduate Division, and must also obtain Departmental permission.
4. *In absentia* registration may be approved for one to three quarters for students pursuing graduate study or research outside the State of California. *In absentia* registration entitles the students to a 50% reduction in the registration fee. Other fees, such as the education fee and out-of-state tuition, remain unaffected. To apply for the *in absentia* fee reduction, students provide the Graduate Division with a Graduate Student Petition, signed by the Associate Dean, indicating where the study is to occur and for what period of time. Contact the Graduate Division for additional information.
5. Forms to apply for a leave of absence are available on the Graduate Division's website. There is a processing fee.

GUIDELINES FOR PREPARATION OF COMPETENCY CONTRACT IN BIOSOCIAL ANTHROPOLOGY

Your contract should document your past and intended coursework and other academic activities that contribute to providing sufficient breadth and depth in anthropology, the behavioral and biological sciences, and your chosen research specialization. It may include courses taken as an undergraduate as well as courses you have taken or intend to take as a graduate student, whether in this or another department. It may also include various kinds of experiences particularly relevant to your education, such as research experience that provides the chance to develop an expertise, or participation in summer educational opportunities and workshops.

Your Contract should include the following elements:

- I. **INTELLECTUAL BREADTH IN ANTHROPOLOGY, AND NATURAL, SOCIAL AND BEHAVIORAL SCIENCES:** A list of upper division and graduate courses in anthropology and related disciplines (e.g., biology, environmental studies, economics, psychology, linguistics) that provide breadth of knowledge in branches of anthropology in addition to biosocial anthropology. These should be categorized as follows:
 - A. Biology
 - B. Archaeology
 - C. Sociocultural Anthropology
 - D. Other disciplines (e.g., Economics, Psychology)

- II. **BREADTH IN BIOSOCIAL ANTHROPOLOGY:** A list of upper division and graduate courses in biosocial anthropology that provide breadth of knowledge in the subdiscipline.

- III. **SPECIALIZATIONS:** The student, already having selected one of the two Biosocial tracks (bioarchaeology, behavioral ecology/evolutionary psychology) is expected to declare three specializations in preparation for the comprehensive examinations, with the approval of her or his advisor. A specialization should be a recognized and coherent area of anthropology or the biological or behavioral sciences (examples follow), although new specializations, when justified, may be added with the approval of the wing. Specializations associated with the bioarchaeological track include osteology, dental anthropology, hunter-gatherer archaeology, primate evolution, paleoanthropology, anatomy, human growth and development, human variation, paleopathology, human population biology, nutritional anthropology, human genetics, endocrinology, and so on. Specializations usually associated with the behavioral ecology/ evolutionary psychology track include human behavioral ecology, evolutionary psychology, hunter-gatherer anthropology, evolutionary genetics, cognitive neuroscience, primatology, human population biology, psychological or cognitive anthropology, human genetics, economic anthropology, ecological anthropology, political anthropology, tribal societies, human universals, endocrinology, medical anthropology, human sexuality, primate behavioral ecology, evolutionary biology, cognitive development, experimental economics, and any of the specializations associated with bioarchaeology.

Specializations may be based on courses and literatures taught primarily outside the department, such as the economics of trade, game theory, cognitive development, molecular genetics, and so on. Although the specializations a student declares will often be particularly

associated with her or his track within the Biosocial wing, they need not be, and students are strongly encouraged to select specializations from all tracks (or outside the department) that make sense in terms of their career goals. Throughout their education, students are particularly encouraged to consider (and discuss with their advisor) whether their primary professional identity at the time they enter the job market will be as archaeologists, physical/biological anthropologists, or scientifically oriented sociocultural anthropologists.

The contract should include not only a list of specializations to be covered during the M.A. period (and which the student will be responsible for on the comprehensive examination), but also a list of courses and other academic activities that provide training and experience in your specializations. In addition to courses taken in our department, these might include specialized field schools or summer institutes, courses in other disciplines such as biology, cognitive neuroscience, psychology, economics, geography, or economics and relevant research experiences. These should include technical competences relevant to the proposed career trajectory, such as language competency (e.g., Spanish for those working in Spanish speaking countries), laboratory skills, biomedical techniques, quantitative or computer skills, and so on.

IV. TEACHING EXPERIENCE: If you are, were, or plan to be a TA, indicate TAship under the "Met By" column. Some of you may obtain teaching experience by other means.

V. RESEARCH PAPER: Give a tentative or actual title of the paper in the "Met By" column.

VI. DISSERTATION TOPIC: Indicate at least a tentative topic, even if you are still unsure of the direction of your specialized research expertise.

SIGNATURES: The contract is a two page form in the forms section at the end of this booklet. It provides spaces for the signatures of you, your advisor, and two other anthropology faculty you have selected to review your contract.

RESEARCH PAPER GUIDELINES

The Ph.D. program in Biosocial Anthropology requires completion of a substantial research paper that reports the quantified analysis of a set of primary data. The student should choose, with committee approval, an appropriate journal to which the completed research ms. will be submitted. The student should follow the guidelines of that journal in the preparation of the research paper, and it will be this journal that is used to dictate the form, content, and evaluation of the papers.

I. Purpose of the Paper

- A. To provide a context within which the student can acquire experience in professional empirical research and hypothesis-testing.
- B. To foster a close working or apprenticeship relationship between the student and wing faculty members.
- C. To stimulate and guide the student in writing a carefully prepared paper that could potentially be published.
- D. To permit the student to demonstrate professional research abilities, including problem formulation, analysis, and exposition.

II. Content of the Paper

- A. The paper must present a piece of original research; it may not be mainly a survey of literature on a topic or a critique of another analysis (although in treating the research topic, the paper may include these elements).
- B. This paper must involve significant data collection, designed to test a hypothesis of significant scientific interest. The data used in the analysis should be in quantified form and a quantitative argument should be presented.
 - 1. These data may result from laboratory work, experimental research, or a field study. It is expected that the data collection may be done as part of a research collaboration with the student's advisor or other faculty member.
 - 2. The paper should be directly related to the student's theoretical or methodological interests, or both. The data should ideally come from the student's region of interest, if the student has identified one, but this is not required.
- C. If possible, a paper should be written that could be submitted for publication in a leading journal in anthropology or any other field relevant to the research done. Attention to this point is critical in preparing the paper. An article, not a thesis, is what is required. Thus, the paper should achieve a balance of the different sections of the paper (e.g., background information, problem statement, description of the data, laboratory, and analytical procedures) that is appropriate to an article presentation. This is in contrast to a thesis presentation, where more detail in the background and descriptive sections ordinarily would be expected.

III. Selection and Approval of the Research Topic and Preparation for the Paper

- A. The identification of a problem and the development of relevant data are among the most difficult jobs the student faces in preparing the paper, and apprenticeship with the advisor or other faculty is strongly recommended. In the absence of a research collaboration, the student should seek advice from the faculty with respect to identifying the problem and method.
 - 1. It is necessary to identify a research topic that can be addressed in a paper of this scope, and to locate a data set that can, with a reasonable investment of analytical effort, yield information relevant to the topic.
 - 2. In order to meet the deadlines set out, it is expected that by the third quarter of residence, a student will begin to work on identifying the paper topic and relevant data.
- B. The student has considerable latitude in selecting a paper topic; however, the student should develop the topic in consultation with his or her faculty advisor.
- C. The student should select a course or courses in quantitative methods that will provide him or her with the analytical skills necessary for the paper, and should do so in consultation with wing faculty. The department offers Anthro 245A, which is tailored to the needs of archaeologists, but students may take a comparable quantitative methods course in Economics, EEMB, Psychology, Sociology, or Statistics to substitute instead.
- D. The student may enroll in up to four units of Anthropology 598 in order to finish writing the paper.

IV. Relationship to Graduate Course Papers

- A. In many cases, the research paper may originate as a paper prepared for a graduate course or directed reading course under the sponsorship of a faculty member.
- B. However, the paper will need to be substantially elaborated and reworked before it can fulfill the requirement of the research paper.
- C. The paper may also originate with work begun before coming to UCSB.

V. Format of Papers

- A. While there is no minimum or maximum page length, the scope of each paper should be such that its length falls within the range of standard journal articles. (Usually approximately 40 double spaced pages of text, exclusive of figures, tables, and bibliography.)
- B. Final form for a paper is defined to be the form in which a professional paper would be submitted to a journal for review, i.e., it must be a complete, clean, double-spaced, fully-

edited typescript that includes an abstract, complete bibliography, and final figures and tables.

1. The format, including that of the bibliography, should follow that used by *American Journal of Physical Anthropology*, *American Anthropologist*, *Psychological Review*, or other journal accepted by your committee. (Consult the most recent style guide published in that journal.)
2. The paper should be carefully written, with special attention given to style as well as to spelling, punctuation, and grammar. Avoid the use of unnecessary jargon, but do not be afraid to use new terminology if it is appropriate. The faculty are not proofreaders, and the paper should be submitted in a form that reflects your best efforts and understanding of logic, grammar, spelling, word choice, and coherence. The faculty readers will evaluate you assuming this paper reflects your best and most polished effort, not your first effort.
3. The Chicago Manual of Style should be used as a guide in writing the paper for issues not specified by the target journal.

VI. Review of Paper Drafts

- A. A student may request that one or more faculty members review a draft of the paper prior to any deadline.
- B. The student must allow at least four weeks for such a preliminary review.
- C. Students are strongly urged to avail themselves of this opportunity for review of a draft.
- D. The student must not use this preliminary faculty review of a paper as a substitute for careful editing and proofreading. Faculty members will return poorly edited or proofread papers without review. They will consider the paper submitted to be representative of your highest capacity, and use it for their assessment of your continuation into the Ph.D. program.

VII. Evaluation of Papers

Papers must have a content and organization appropriate for a journal article. They must be of professional quality, of article length, and of course, must be in final form. Papers that do not satisfy these criteria will be rejected. A paper that has been accepted for publication will not necessarily be acceptable to the faculty review committee.

DISSERTATION, FIELD WORK, AND DATA COLLECTION

Ideally students begin serious data collection or fieldwork for their dissertation during their third year. However, research delays commonly happen and sufficient funding is sometimes difficult to obtain. Data collection commonly takes 18 months, and data analysis, follow up studies, and the writing of the dissertation take at least a year. The problem of language proficiency alone may lengthen the period of fieldwork. Five to six years are a reasonable time to reach the Ph.D. The student ceases to become a funding priority after six years. The university sets a deadline of seven years to complete the doctorate, and although it is sometimes possible to go beyond that time the student suffers financial penalties for doing so.

Field work. Fieldwork is a common and highly recommended feature of dissertation research in biosocial anthropology, but is not an invariable one. It is strongly advised for students who anticipate applying for positions in sociocultural anthropology, or behavioral ecology, and so is nearly indispensable for anyone planning for a faculty position in anthropology. Bioarchaeology students should consult with their advisor.

Registration in the field, or Research Leave. Students receiving University-administered funding, including funding from extramural sources, must remain registered (for 12 units a quarter). Where and when necessary, students and their departments can seek fee augmentation from the Graduate Division. Students without such funding are eligible to apply for Research Leave and should support such a leave request with faculty verification concerning where the student will be conducting the research and for how long. Students on official leave may – and are strongly advised to – purchase student health insurance. *In absentia* registration for three quarters with a small fee offset is also an option.

Writing the dissertation. The department does not require students to remain in residence at UCSB the full time they are writing up their dissertation, but it is strongly recommended that they spend the majority of their time in residence; those that do not generally run into serious difficulties that persist into the post-doctoral career. It is important to remain in close contact with the Ph.D. committee which can serve as a sounding board for ideas; it is also important to work with them to ensure that the dissertation is developing along acceptable lines. The intellectual milieu of both the department and campus is also important in stimulating the student to write. Students must register (for 12 units) during all quarters that they are making use of campus facilities.

Acquiring committee approval. When the student has completed the dissertation, he or she submits a copy to each of the committee members for their approval. If the student has worked closely with the committee during the writing phase, then most of the problems will already have been worked out. But this will probably be the first time that the committee sees the dissertation as a whole, and it's likely that some revisions will be called for, just as one would expect in submitting a book manuscript for publication. Faculty must be supplied with the dissertation not less than 60 days prior to the degree filing the student is aiming for, and should be professionally prepared for the revision process to extend beyond this date.

Filing for the Ph.D. Once the committee has approved the dissertation, the student should file for the Ph.D., following the instructions in the *Guide to Filing Thesis and*

Dissertations at UCSB. This may be obtained from the Graduate Division or on the World Wide Web at: www.graddiv.ucsb.edu/pubs.

Oral defense. When major problems with the dissertation are corrected, the student schedules a public oral defense of their dissertation. After this defense and the final acceptance of the dissertation by the student's committee, and the completion of all remaining requirements, the student may file for the Ph.D. In cases of unusual hardship, the oral defense may be waived. In this case, the university requires that a form be filed that waives the orals. The student needs to file the Graduate Division's Ph.D. Form III-A (*Waiver of Final Exam for the Degree of Doctor of Philosophy*). This form is available from the Graduate Division's website. Students are advised to obtain committee signatures on this form at the same time committee members are signing the dissertation pages.

EDUCATIONAL AND CAREER RECOMMENDATIONS

I. **Getting to know the faculty and other graduate students:** It is important to know the faculty, their work and their expertise. Students should familiarize themselves with the research of all the biosocial faculty. Too narrow a focus early in the graduate years can handicap a student for the rest of his or her career. While the proseminar will introduce you to the biosocial faculty, it is the student's responsibility to meet individually with each member of the faculty. Frequent interaction and consultation with committee members is strongly advised. This involves meeting personally with them, taking their courses, and participating in departmental activities such as informal seminars and guest lectures. Students are encouraged to keep the faculty informed of their progress and plans. Participation in departmental and relevant extradepartmental events, including lectures by visiting scholars, is strongly encouraged. It is also important for the students to know one another because this contributes in very substantial ways to the intellectual development of the student, and connections made during graduate study remain important throughout a person's career. The University contains a large number of gifted faculty and students in other departments as well, and students are strongly recommended to seek out and take advantage of the full range of educational opportunities made available at UCSB.

II. **Publication:** Students are strongly encouraged to maintain an active research and publication program, so that by the time the Ph.D. is awarded they have, individually or as coauthors, several data-based papers accepted for publication in peer-reviewed journals. Students are strongly encouraged to keep this component of their graduate career in mind, and to consult regularly with their advisors and faculty collaborators about it. For example, students should plan their dissertation so that they can, with minor modifications, submit significant portions as publications to leading journals. However, the student needs to keep in mind that too many simultaneous projects can dilute the concentration of effort necessary to achieving the high quality of publication that will represent a contribution to knowledge and hence be useful to them in obtaining employment.

III. **Course work:** Professional education begins during the M.A. period, but continues for the rest of your professional life. Hence, students are encouraged, after the M.A. is awarded, to continue augmenting their education with supplementary course work, consistent with an active program of dissertation research.

IV. **Balance of skills:** Success as a scientist and in obtaining employment depends on mastering the entire range of skills necessary to function as a researcher and lecturer. These include lecturing and public speaking, writing, problem and data analysis, devising and conducting potentially falsifying empirical tests, mathematical and quantitative skills, technical skills relevant to one's empirical program, intellectual breadth and depth, and the fair treatment of competing theories. The path of least resistance is for the student to avoid working on those elements that he/she find the most difficult (e.g., public speaking, acquiring a field language, quantitative skills, constructing critical tests that could falsify their favored theories, modeling), and to concentrate on those that he/she finds easy. It is important for the student to resist this tendency, and to identify and systematically work on eliminating any weaknesses in her/his suite of skills.

V. **Conferences:** Students are encouraged to attend, and when appropriate, present at professional conferences in the research communities relevant to their research programs. It is important to learn first hand the nature of the communities within which you will be pursuing your career, and to interact with those who are working on related problems. More importantly, because there is a significant lag time in publishing, one cannot become fully current simply by reading published literature.

VI. **CV and Website:** Students are encouraged to begin developing their intellectual and professional profile as soon as possible, through creating a website that presents their cv, publications, professional activities, and research interests.

Teaching Assistant Guidelines

I. Responsibilities

- A. The teaching assistant (TA) is required to attend the TA orientation program offered by Instructional Development, to attend the orientation session and workshops offered by the Department of Anthropology, and to be videotaped while teaching a section.
- B. The teaching assistant must remain registered for a total of twelve units throughout the quarter, of which 4 units can be Anthropology 501--TA Practicum. If the class is being taught by a Teaching Associate an instructor code of the Faculty in charge of the class should be used to sign up for the class.
- C. Teaching assistant duties vary so widely from class to class that it is impossible to establish universal guidelines. Consequently, the teaching assistant should ask the course instructor or the head teaching assistant about responsibilities when questions arise. The following is a general outline of duties for most classes:
 1. The TA attends all course lectures and has good command of the reading material.
 2. The TA attends weekly TA meetings. These meetings are generally run by the Head TA, and are for the purpose of planning the following week's sections and other course-related activities.
 3. Papers are required in some classes and are optional in others. The TA usually helps students choose topics and locate source materials. The TA also reads and grades papers.
 4. The TA is not responsible for assigning course grades to students--this authority rests solely in the hands of the instructor. However, the TA is expected to handle all of the administrative tasks related to the assignment of course grades. These tasks include grading exams, adding scores, entering course grades in computer files, and entering course grades on-line.
 5. The TA is responsible for giving his or her grade records to the course instructor when the course is finished. These should be handed over to the Instructor or to the Head TA in an orderly fashion (i.e., alphabetically organized by section).
 6. Attending mandatory outside lectures
 7. Assisting in scheduling films shown in class
 8. Copying and distributing class syllabus, midterm, final exam and other class related materials.
 9. Sending any email notices to students

10. Usually, a TA is assigned three sections per week. Each has about 30 students. The purpose of sections is to give students the opportunity to discuss both lecture and reading materials. Rather than present material of his or her own, the job of the TA is to clarify and integrate materials presented in the lectures and readings, and to help students relate them to larger issues beyond the classroom. Occasionally, a TA will write and administer quizzes in their sections. The writing of these is generally coordinated by the Head TA, and takes place in weekly TA meetings.
11. A TA is required to hold office hours each week--one office hour for every section at the very least. Evening hours are discouraged. Before exams, this minimum should be expanded. In addition, a TA has to inform their students (preferably during the first section meeting) that they are also available by appointment.

II. Prerogatives

- A. A TA is provided office space within the department--normally three students in a small office or up to 10 in a large office.
- B. A TA is provided desk copies of reading materials used in the course. These are obtained from the course instructor, generally during the start-up meeting. Ask the instructor for your copy if you have not received one by the first day of class.
- C. Supplies needed for teaching are acquired from the department office staff. Departmental supplies are not for personal use, including work for classes in which the TA is a student.
- D. A TA may use the instruction code for copying materials for teaching purposes only and only with the instructor's approval. Students are to use personal copy codes for materials reproduced for personal use, including courses in which the TA is a student, and the cost per copy is charged to the student at the current rate.
- E. A TA is not authorized to use Departmental letterhead. In particular, a TA may not use Departmental stationery to request free copies of books from publishers.

III. Assignment of TAs to Courses

- A. A TA is assigned to courses chiefly on the basis of enrollment.
- B. A TA is encouraged to make their course preference known on the Annual Student Report and is given the courses requested whenever possible.
- C. In general, a TA is told which classes they will be assigned to before the quarter begins. In practice, it is impossible to make anything more than tentative commitments until final enrollment figures are available. In some cases, a TA may not know their assignments until the first day of class.

IV. The Evaluation of TAs and Renewal of TAships

- A. Each TA is responsible for obtaining course evaluations for each section he or she teaches. The evaluations are kept on file in the Department office and are available to faculty members both when they consider the reappointment of TAs and when they write letters of recommendation. The evaluation forms are made available to the Teaching Assistants by the Department staff. The TA generally brings the evaluation forms to section, briefly explains the evaluation process, and hands out forms to students. However, evaluations are collected and returned to the Anthropology Department office by a student volunteer. Completed forms should not be handled by the TA. The results are available to Teaching Assistants after the grades have been turned in.
- B. Renewal of the TAship is based on the individual's performance both as a student in the graduate program and as a TA. If a person is a good TA but an undistinguished student, the TAship may be given to someone else whose academic work is more promising. Similarly, a person who is a good student but a mediocre TA may not be reappointed for additional quarters. In general, Anthropology graduate students are eligible for a maximum of 9 quarters of TAships.

Credential Information available from the Teacher Education Program Office in Phelps 2517. For students interested in getting a Teaching Certificate; need to complete:

- Certificate of Clearance
- Credential Programs

The Teacher Education Program offers the [Multiple-Subject](#), the [Single-Subject](#) and the [Level I Education Specialist Moderate/Severe](#) Teaching Credentials with a Master's Degree in Education. These programs provide future teachers with a solid theoretical foundation integrated with extensive fieldwork that leads to both a California State Teaching Credential and a Master's Degree in Education. The programs are run as a cohort, with the elementary and secondary cohorts no larger than 60 students each. This allows for the individualized attention necessary for high level preparation of reflective, skilled practitioners that can meet the needs of a diversity of learners in California schools. The Teaching Credential Programs are full-time, post-graduate programs that begin in June and conclude the following June. Teacher candidates have the option to work on the Master's Degree concurrent with credential coursework.

1. Certificate in College and University Teaching (CCUT)

The UCSB Certificate in College and University Teaching (CCUT) is designed for students who wish to demonstrate superior competence and experience in preparation for teaching at the university or college level. Certificate requirements include completion or attainment of a number of teaching-related skills and experiences culminating in independent instruction of an entire course with the support of a UCSB faculty mentor. Students interested in getting the certificate thus need to obtain a position as an independent instructor either as a Teaching Associate in the regular or summer session on campus or at an off-campus junior college,

college, or university location. Certificates are awarded in conjunction with a Ph.D. or MFA degree upon completion.

Contact: 893 2858 D. Mackie or 893-4289 Shirley Ronkowski

Graduate Student Annual Report

Each year, all graduate students who are not advanced to candidacy or are requesting departmental funding are asked to submit an Annual Student Report of their progress. The report can be found on the Anthropology website, <http://www.anth.ucsb.edu/students.html>.

Please discuss your progress with your committee chairperson. The form requires your committee chair's comments and signature. The report is to be submitted to the Graduate Program Assistant by around the first week of April. Please include a curriculum vita with the Annual Student Report.

Please address the following criteria, if appropriate:

1. Academic Progress: course work, completion of program requirements, deficiencies made up [with reference to previous year's evaluation letter, if appropriate], any problems in making progress, etc.
2. Intellectual Development: progress made toward professional goals, development of theoretical approaches, development of research plans, etc.
3. Professional Activity and Research: fieldwork carried out, publications, papers presented, conferences attended, etc.
4. Teaching: progress in acquiring teaching skills, summary of student evaluations.
5. Service Activities: services performed for the department, the university, and the public.
6. Other: awards received or other honors, and any additional information that is not mentioned in the above categories.
7. Goals for Upcoming Year: progress to be made, things to be accomplished, areas to be developed, etc.

Students advanced to candidacy are also encouraged to write the self-assessment and share it with their committee members.