University of California Santa Barbara
DEPARTMENT OF ANTHROPOLOGY
INTEGRATIVE ANTHROPOLOGICAL SCIENCES (IAS)
SPECIALIZATION

M.A./PH.D. DEGREE PROGRAM GUIDELINES
2026-2027

The 2026-2027 Department of Anthropology M.A./Ph.D. Degree Program Guidelines is designed to be used in conjunction with the following for detailed requirements, policies, and procedures specific to the University and the Department of Anthropology:

1. The Graduate Division's Graduate Handbook*
2. The Department of Anthropology's Graduate Program General Guidelines & Handbook 3. The Department of Anthropology's Degree Requirement Sheets

Every attempt has been made to ensure that the information in this handbook is current and correct as of September 2026. 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 Assistants, the Faculty Graduate Advisor, Chair, and/ or the Graduate Division.

* Graduate Division's Graduate Handbook is available on-line at http://www.graddiv.ucsb.edu/handbook/

GUIDELINES FOR THE GRADUATE PROGRAM IN INTEGRATIVE ANTHROPOLOGICAL SCIENCES (IAS)

Overview

The Ph.D. program in Integrative Anthropological Sciences (IAS) 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.

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.

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 IAS 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.

The Master of Arts (MA) Program

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 IAS faculty member on the departmental graduate committee in consultation with the IAS 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 Coordinator 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 important, students are required to have taken at least one substantive course with each member of the IAS 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 IAS.

C. Linguistics/Language Requirement: Students are expected to take one course (4.0 units) 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. Anth 241, Contemporary Topics in Biological Anthropology: Students are required to be enrolled in 1.0 unit per quarter in residency for a minimum of 5.0 units completed for the M.A. and a total of 12.0 units to advance to candidacy.

E. 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.

F. Two general core seminars are required for all new students, Anth 203 Race, Racism and Anti-racism in Anthropology and Anth 205, Ethics and the Profession of Anthropology.

G. 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 faulty member of the course in which the student accumulated an

incomplete grade, and ascertain the remaining requirements to be discharged.

H. 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 Coordinator. 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 Coordinator.

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 Coordinator.

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 IAS faculty, in consultation with whatever outside faculty they may choose. The exams will be evaluated as:

- PhD Pass (required to continue to advance to candidacy),
- MA Pass (a recommendation of probation to the Graduate Dean)
- Fail. Students have one regular quarter to revise comprehensive exams which receive a Fail score (for Spring exam, deadline is the end of following Fall quarter.) The exact timeline and required revisions will be indicated in a formal memo. If the deadline is not met, the student will be recommended to the Graduate Dean for academic probation. If acceptable revisions are not completed after one quarter on academic probation, a Fail score will be issued and the student will be recommended for dismissal.

E. Failure to take the comprehensive exam before the end 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), will result in the recommendation to the Dean of the Graduate Division that the student be placed on academic probation.

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 Coordinator. 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 placed on academic probation, 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. The comprehensive exam.

3. Acceptance of the research paper.

4. Completion of the rest of the contract.

B. Post-Master's Assessment: Upon completion of the Master's degree, the faculty will assess the student's overall progress in graduate study. The student should submit the following documentation as input to the review: unofficial transcripts; the student's comprehensive examination; CV. The student will receive a written evaluation of the faculty's assessment of their development, their promise for independent, innovative, and original research, and for completion of doctoral study.

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. For details on time-to-degree, please refer to the Anthropology General Graduate Handbook.

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

Fall

Winter Spring

Take courses made necessary by dissertation topic
Work on dissertation proposal

Comprehensive exams taken at beginning of Fall Quarter
Submit research paper 30 days after Comprehensive exams Comprehensive oral exam taken soon thereafter
M.A. awarded upon passing the Comprehensive exam, and the approval of the research paper
Post-Master's assessment

Form Ph.D. committee

I. The Ph.D. Committee and Contract
Develop Ph.D. contract

Complete & present dissertation proposal
Work on Ph.D. contract requirements

Complete dissertation proposal
Complete contract requirements
Begin data collection

Ph.D. Program Requirements

A. The student must fill out a Ph.D. Form I, establishing their doctoral committee, in addition to the Conflict of Interest Form. Information on these forms is available at www.graddiv.ucsb.edu/pubs/. 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 must take the form of a proposal for a NSF Dissertation Improvement Grant (or other specified granting institution pre-approved by your Ph.D. committee chair) 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 Coordinator.

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.

4. Completion of a total of 12.0 units of Anth 241, Contemporary Topics in Biological Anthropology

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 Coordinator, and must pay the prescribed advancement to candidacy fee.

Only after a student is advanced to candidacy can he or she register for Anth 599: Dissertation Research and Preparation.

IMPORTANT: After advancing to candidacy, a student must complete the PhD within six registered quarters to avoid entering P3 status. Once in P3 status, a student no longer will be eligible to receive financial support coming to the department from the Graduate Division (the Block Grant funds) or fellowships awarded by the Graduate Division.

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. 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.*

RULE FOR DISSERTATION SUBMISSION TO ADVISOR AND COMMITTEE

Timeline for Submission & Revisions for Dissertations (please note that this timeline may represent a minimum process of reading/revision of at least 3 months).

a. Submission of completed dissertation to advisor = advisor has a minimum of 1 month to read and comment
b. Revisions of dissertation based on Advisor comments = students should expect the revisions to take a minimum of 1 month
c. Submission of completed dissertation to committee, after revisions made based on advisor's comments = committee members have a minimum of 1 month to read and comment
d. Additional revisions based on Committee comments = students should expect the revisions to take a minimum of 1 month

NOTE: Failure to submit dissertation drafts to committee according to the schedule above can result in unexpected delay in time to graduation!!

GUIDELINES FOR PREPARATION OF COMPETENCY CONTRACT
IN INTEGRATIVE ANTHROPOLOGICAL SCIENCES (IAS)

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 BIOLOGICAL ANTHROPOLOGY: A list of upper division and graduate courses in biosocial/biocultural/biological anthropology that provide breadth of knowledge in the subdisciplines.

III. SPECIALIZATIONS: The student, already having selected an IAS track (ecological anthropology/human biology/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 IAS 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.

VII. 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 M.A./Ph.D. program in Integrative Anthropological Sciences (IAS) 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 manuscript. 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. The paper should be written in order to 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.
3. The student has considerable latitude in selecting a paper topic; however, the topic must be approved by the student's committee.

B. 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.

C. 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 Department has set a deadline of eight 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 cultural and biological anthropology. 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. While there is no time requirement, the total time commitment in the field is usually a year.

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 is 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 website.

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 IAS faculty. Too narrow a focus early in the graduate years can handicap a student for the rest of his or her career. 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.