welcome to the department

This handbook is meant to help doctoral and master’s students in anthropology orient themselves during their time at UVA. It provides information on getting through the program, meeting requirements, heading to the field, returning from the field, writing up a thesis, and handling bureaucratic matters along the way. It’s also meant as a first stop when you have questions about research funding, teaching expectations, departmental policies and traditions, computing privileges, and more.

The content here has been written and updated over the years by graduate students, for graduate students, with some help from the Director of Graduate Studies to ensure that information on requirements stays current. Take the time to look through the handbook to familiarize yourself with the basics. If you have suggestions on how to improve the handbook, please send feedback via email to the Director of Graduate Studies.

Program overview

The ethos of our department is one in which ethnographic, linguistic and archaeological content go hand-in-hand with theoretical ingenuity and contemporary relevance. Nearly everything about your training here is aimed at striking a balance between developing theoretical models that advance the discipline in general and immersing yourself in the particulars of a chosen research site or cultural context. Finding this balance and saying something of wider public importance in your work together are the hallmark of a UVA anthropologist.

The most important information you’ll find in this handbook has to do with program requirements. The graduate program in anthropology encourages an intense engagement with the historical, theoretical, and ethnographic literature of your chosen sub-discipline as well as a broad familiarity with the three sub-disciplines represented in the department. While the program is rigorous, it is also streamlined and flexibly shaped to fit the needs and goals of each student.

A Ph.D. requires 54 credit hours of graded course work, 6 hours of ungraded participation in the Graduate Advising Seminar, and 12 credit hours of dissertation research (NTRs). Most graduate courses run one semester and count as 3 credit hours. Full-time graduate students complete their coursework in three years or less. They generally sign up for 3 courses per semester, plus a 1-credit Graduate Advising Seminar (ANTH 9050) and 2 NTR research credits, for a semester total of 12 credits. Ph.D. students who enter with a master’s degree may be able to transfer credits and finish coursework sooner. Requests for transfer credits must be submitted to the GSAS Registrar by the end of the first term in which a student enters the program. If you intend to transfer credits, talk to the DGS and the Graduate Advising Committee about your options as soon as possible.

Most dissertation research takes place away from the university, ideally beginning in your fourth year. For simplicity, we call this “fieldwork,” even though we recognize that not all students “go to the field” in the classic sense.

To earn the Ph.D. and remain in good standing in the program, you have to complete certain “Milestones” along the way. You have to submit a First Year Portfolio of course papers by the end of your first year, complete two Critical Review Essays (regional and topical) by the end of your second year, participate in the Third Year Symposium and successfully defend your dissertation proposal by the end of the third year, and write and defend a dissertation based on original research.

Most students in the program enter seeking a Ph.D. and earn a master’s along the way. Some will leave with an M.A. after one or two years. Although this handbook is written mainly with the doctoral track in mind, the requirements for a master’s degree are detailed here as well. The first two years involve similar work for all graduate students. Those invited to continue toward the Ph.D. at the end of the second year (“Pre-Candidacy”) will finish courses, apply for research grants, and write their proposals during the third year. Advance

ment to Ph.D. candidacy at the end of the third year brings fieldwork and dissertation writing.
getting through the program: a summary

Everyone’s path through the program is a little different, but the basic model is straightforward and follows a standard logic. The process for the Ph.D. consists of three major stages: coursework, fieldwork, and dissertation write-up.

In the first phase, you build a working knowledge of the discipline in broad terms, an ability to converse across subfields, and ultimately expertise in a specialized body of work relevant to your thesis. In the next, you’ll deepen, apply and rethink the knowledge you’ve gained through some original research, usually fieldwork carried out away from the university. In the last phase, you’ll write your dissertation. At that point you should also, if you haven’t already, start gearing your work toward wider audiences — in publications, conferences, the classroom, the media, and other venues — as you get ready for the job market and refocus your goals for life after graduate school.

Occasionally students enter the program planning to pursue only a master’s degree, while others will move to the master’s track along the way. M.A.-only students usually take three, and up to four, semesters of courses with their fellow grads, finishing after their last term. Doctoral students can apply for an “en-route” master’s degree after their third semester, as they move on toward the dissertation.

It takes time and money

New doctoral students are admitted with five years (10 semesters) of funding, plus some funding for research over the summer. Seven of these semesters are tied to work commitments, typically six (6) semesters as a Graduate Teaching Assistant- (GTA) and one (1) semester as an Instructor.

With some exceptions, you’ll take three years of coursework. During your second year, you’ll produce two critical essays for faculty review. Passing them will make you eligible for Pre-Candidacy. In your third year, you’ll present your research project to the department community at our Third Year Symposium and develop a dissertation proposal (sometimes called a prospectus). Successfully defending the proposal advances you to PhD Candidacy; then you’ll do up to one year of fieldwork, ideally with outside funding. The last two years of your package are best spent writing up your dissertation after returning from the field, giving most students three semesters free from teaching obligations in which to focus on writing.

While this picture has become increasingly standardized, not all funding packages or trajectories are exactly the same. Sometimes students join the program with outside funding or other university-wide fellowships, while others obtain outside resources for coursework during their time in residence. These funding situations may involve different conditions and responsibilities. Students may opt to rearrange how and when they take certain forms of support (such as seminars of fellowship) or fulfill certain program requirements (such as serving as an Instructor). There’s more on how the money works in the chapter on funding.

The idea is that most Ph.D. students will finish in six years, barring complications. Some can and will finish in five. Some may take as many as seven. Going beyond seven years is not at all advisable and requires special permission from both the department and the Graduate School of Arts & Sciences. So does taking a leave of absence. A later chapter covers these and other issues related to your status as you move through the program.

The M.A. option

Students who have been admitted on the master’s track must either pass an exam that covers the coursework completed for the degree, or write one (1) of the critical essays required of doctoral students. The choice is yours. By the end of your second semester on the M.A. track (or the end of your first semester if you entered through the UVA+1 program), you should know which option you intend to pursue and inform the Graduate Advising Committee or the DGS.

Instead of the larger graduate committee that Ph.D.-track students put together, M.A.-track students need to select a primary advisor, plus a second reader for the critical essay or exam. Both should come from the Anthropology faculty. M.A. students will continue to meet with the Graduate Advising Committee as long as they are in the program.

Ideally you should have an advisor in place by your second semester (first semester for UVA+1 students). Once you have asked someone to serve as your advisor and the faculty member has agreed, fill out the Committee form available from the administrative assistant or the DGS and have the faculty member initial it, or have the faculty member email you a message indicating agreement and staple the message to the form. Then return the form to the Department Office.

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DGS. Before you take your M.A. exam or submit your critical essay, you will also need to ask a second faculty member to serve as a “Second Reader.” Your advisor and second reader will evaluate your exam or critical essay.

Master’s students who successfully pass the exam or the critical review essay, in addition to completing all other requirements, typically earn their degrees in the middle of the second year. UVA undergraduates who enter the master’s track as part of UVA’s "+1" M.A. program, with some graduate courses already completed, usually take two semesters to complete the M.A. To ensure timely graduation, M.A. students should follow the same procedures for submitting materials that apply to doctoral students in the write-up chapter of this handbook.

Students who enter the program on the Ph.D. track and choose to leave the program with an M.A. also share the same requirements as doctoral students for the first three semesters.

Faculty support
A core aspect to the graduate program is working closely with faculty and forming a committee suited to your intellectual interests. Your committee, made up of faculty who share aspects of your theoretical, methodological or area focus, is a key component. A full dissertation committee has at least three faculty members from UVA’s Anthropology department. Before you defend your dissertation, you’ll need to add one more committee member from another UVA department. This "outside reader" officially represents the wider faculty of the graduate school at your dissertation defense. Beyond these committee standards, some students may add an extra faculty member or two from anthropology or elsewhere, such as the medical school or another academic institution, if it makes sense.

Your committee members, and especially your chair, will advise your research and evaluate your progress from year to year. They’ll give you feedback on your writing, write letters of recommendation and advise your academic development. And, of course, they’ll hear your thesis defense and vote on whether to pass it.

More on choosing and maintaining a committee in a moment.

Annual student reviews
Department faculty meet in May after classes end (the “May meeting”) to discuss graduate students’ progress in the program. During this meeting, professors who have worked with you provide the faculty with an evaluation of your work. The faculty discuss the strengths and weaknesses of this work and consider ways for you to build on your strengths and attend to any problems you may be having. Talking to your advisers before these meetings is a good idea. Give them an update on your efforts—a self-evaluation of sorts, and an overview of your plans for the coming semester.

An additional mid-year assessment by the faculty as a whole may be conducted in January, as needed, with a focus on providing feedback and support to 1st- and 2nd-year students. Grad students who do not show adequate progress (or who aren’t “in good standing”) may be dropped from the program with the consent of the faculty after careful consideration of their progress during either one of these review sessions. The department has the option to allow students who are not invited to Ph.D. Pre-Candidacy to depart with an M.A. at the end of their second year, assuming they meet the requirements. To make sure you stay on track, refer to the section on good standing in the grad status chapter.

how to use this handbook
The next three chapters in this handbook describe the major phases of your graduate studies, outlining required courses, fieldwork standards and expectations, and finally the dissertation write-up process. Subsequent chapters cover funding and grant applications, work opportunities and obligations (especially teaching), enrollment status terms and bureaucratic procedures, as well as department policies, traditions and social life.

Sidebars included throughout the handbook summarize aspects of the program covered in their associated chapters. The sidebars on the next page, for example, show you the principle requirements for the Ph.D. and M.A. degrees. Other sidebars provide checklists and background information for you as you move through the program, further detailing stuff like fieldwork preparation and health insurance.

While the trajectory this handbook lays out won’t apply with precision to all students, it offers a good model for getting through the program and getting out. But don’t let it overwhelm you! It’s a good idea to skim the handbook, start to finish, once you first arrive, then refer back to it in greater detail as needed. This could be when you’re looking for specific information about an issue you’re dealing with or if you’re close to starting a new phase.

Books in the linguistics library, on the second floor of Brooks Hall.
developing your project: coursework & pre-field research

Your years of coursework should be some of the most formative of your intellectual life. The main goal in this time is to foster a deep understanding of anthropological approaches to questions about people’s lives, past or present, one that speaks with and sometimes against the other social sciences. The common courses will help build meaningful intellectual relationships with your cohort and other students, providing academic grounding and a sense of solidarity. Taking courses across the subfields will give you an appreciation for the discipline as a whole and prepare you for teaching multi-field and interdisciplinary courses in the future. Your electives will help tailor your particular interests. As a teaching assistant you’ll gain access to further literatures and experience in undergraduate instruction. Over time, the courses you take — and, ideally, the ones you teach — will become more specific to your chosen areas of expertise, laying the foundation you need to carry forward your own chosen research project.

For doctoral students, coursework culminates in a dissertation proposal and preparations for field research. There are several hurdles to pass along the way. First, there’s a portfolio of your work you submit at the end of the first year. Then, at the end of your second year, the faculty will assess whether to advance you to “pre-candidacy,” based on the overall quality of your coursework and the two critical essays due at the end of the third and fourth semesters. In your third year you will also present your research project to the faculty and fellow grads at our annual Third Year Symposium. In the intervening summers, most grads will do preliminary fieldwork and whatever language study they need, if any, for their field research.

Graduate advising: Forming and maintaining your committee

On your arrival to the program, faculty members of the Graduate Advisory Committee will advise you on course options for the first semester. They will meet with you again in November and April of your first year, in time to discuss your progress and advise you on course options for the following semester. Your final meeting with the Graduate Advisory Committee will happen at the beginning of your second year. After that you will have your own committee in place to advise you and evaluate your progress through the remainder of your time in the program.

By the end of the first year, PhD students should let the DGS know which faculty member they have chosen to chair their own committee. If you need the summer after your first year to figure this out, that’s fine. The faculty member you select as chair should be aware of your decision and in agreement with your plans. The DGS will ask you to select a second committee member, and the DGS should be able to announce a third committee member, if needed, by about Thanksgiving. The new committee should be in place to advise you and evaluate your progress through the remainder of your time in the program.

Choosing the right courses

Graduate courses are run as seminars, meaning that active engagement in your courses is vital to your success in the program. Everyone takes the common, or “core,” courses: History of Anthropological Theory I and II (respectively, ANTH 7010 and ANTH 7020). You’ll take these in succession in the first and second semesters with your cohort — that’s your entering class.

You also need to take courses across subfields. For Ph.D. students, that means at least one course in each of the three subfields offered at UVA: linguistics, archaeology and sociocultural an

**Ph.D.**
- coursework (54 units)
- research & advising credit (18 units)
- foreign language requirement:
  - competency in two languages
  - or mastery in one
- critical essays (topic & region)
- third year symposium presentation
- dissertation proposal defended & approved
- dissertation research (fieldwork)
- teaching your own course (instructor)
- dissertation defended & approved

**M.A.**
- coursework (30 units)
- competency in one foreign language
- one of the following:
  - exam on coursework
  - one critical review essay (topical or regional)

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thology. For master’s students, one of your three subfield courses may be waived, and ANTH 7020 is not required. The subfield requirement in linguistics is usually met by taking Linguistic Anthropology, ANTH 7400, but the faculty will consider other possibilities on a case-by-case basis. You should take these courses at a pace of about one per semester, as needed.

Other standard courses are highly recommended for doctoral students. Those include a methods course particular to your chosen subfield, usually taken in the second year, and, in your third year, the Dissertation Research Proposal Workshop, ANTH 7060, which will serve as a guide in preparing your dissertation proposal and research grants.

Your remaining courses will be electives. These can be regular graduate courses (5000 level and higher) of three credits each, or independent studies that you develop with a particular faculty member. Independent studies are listed officially as Directed Readings (ANTH 9010 or 9020); they usually count between one and three credits. So long as you meet your anthropology requirements, some of your electives may be taken outside the department. For example, a course in an area studies program or history might broaden your regional expertise beyond what is available in anthropology. Your electives should advance your knowledge in relevant theoretical and geographical literatures and help you to plan and eventually conduct your research. They should also contribute to your general knowledge of the discipline and help form the basis for your critical essays. And, like all of your coursework, they will serve as the starting point for the theoretical, historical and regional discussions that you’ll take up in the background chapters of your dissertation.

Finally, you should register each semester for one (1) credit of Graduate Advising Seminar (ANTH 9050) and usually two (2) credits of Non-Topical Research (NTR). Register for these courses as credit/no-credit, since you are not graded or evaluated for these credits. There’s more on signing up for research credits in the next section.

**Choosing courses right**

Courses generally run one semester and count for three credits each. A full load in a given semester typically consists of three regular courses (nine credit hours), the one-credit Graduate Advising Seminar, plus enough research credits (NTR) to add up to 12 credits. In some cases, students may forgo research credits in a given semester and take four courses, including any independent studies, but you should only do this with faculty permission. In other cases, particularly when you’ve met most or all of your course requirements, you might need to register for more than three research credits and as many as 12.

The key here is that a full load is 12 credits, or “units.” Each semester in which you are enrolled full-time, you should be registered for at least 12 credits — some or all of which will be Non-Topical Research units. It’s tempting to think of these simply as placeholders. But they are actually credits you earn for time you spend developing your project. It’s your responsibility to actually devote that time, roughly in proportion to the research credit you’re receiving, since this is why you’re here!

Note once more that research credits are not graded and are not the same as Directed Readings, which are units earned for a course of study under the guidance of one or more professors and count just as any regular course would on your transcript — i.e., they are graded. Note also that there are different types of research credits. Refer to the sidebar on this page for a listing of the different types. Make sure you pick the right one in a given term, depending on your current status.

The sidebar on the next page has more on the mechanics of using the Student Information System, or SIS, to complete your course registration each semester.

**Transferring credit**

Students entering the program with prior graduate coursework may transfer up to 24 credits with the approval of the faculty. Transferring 9 or more credits will accelerate your timetable to graduation. (There are both pros and cons to acceleration, depending upon your goals.) You should discuss this with the graduate committee soon after you arrive so you can plan accordingly. Credits generally cannot be transferred after the first semester. Transferring credits can help you free up your schedule, particularly in your third year while you’re working on your dissertation proposal. Such credit cannot relieve you of the core courses discussed above. You may, however, be able to waive one of the subfield requirements for the Ph.D. if you entered with a master’s degree. And, forgive the repetition: even when you don’t have to take a full suite of three courses in a given semester, you should fill out your enrollment with research credits to maintain full-time status, such that your transcript shows at least 12 total units for that semester.

This department prides itself on its warmth, collegiality and supportiveness.

**Choosing the right research credits**

When registering for your courses in SIS, make sure you choose the Non-Topical Research (NTR) credits that are appropriate to your academic status, and assign the correct instructor for those credits, as detailed below. Also, make sure you choose the right amount (between 1 and 12 units, depending on your situation). For more information on the registration process see the sidebar on using SIS, on the next page.

- **ANTH 8998.** M.A. track. While you’re taking courses but before you have a committee. Select the DGS as your instructor.
- **ANTH 8999.** M.A. track. While you’re taking courses but after you have a committee. Select your chair as your instructor.
- **ANTH 9998.** Ph.D. track. While you’re taking courses but before you have a committee. Select the DGS as your instructor.
- **ANTH 9999.** Ph.D. track. While you’re taking courses but after you have a committee. Select your chair as your instructor.

**Love thy cohort as thyself**

Much of what you do in the first two years will be done with your cohort. This department prides itself on its warmth, collegiality and supportiveness. You should strive to develop helpful, working relationships, if not deep and lasting friendships, within and across cohorts. Arriving with and fostering this mindset will not only make your life more enjoyable, it will also deepen your scholarly engagement. No cohort is born whole: it is made through the dedication and enthusiasm of each student in it. Your cohort’s shared experiences, in and out of class, will enrich your collective knowledge of anthropology and weave your first network of associations in the discipline.

One of the benefits of structuring the program so that every student arrives with committed funding is that your success does not entail the failure of others; each student’s unique work is evaluated on its own terms. In ideal situations this leads to cohorts that celebrate their mutual success and support each other in various informal ways of their choosing, including social activities, reading and study groups, etc. Competition, to the extent that we encourage it, is constructive.
rather than destructive. We strive to make each other smarter as we make ourselves smarter.

And as you move through the program, you’ll find that graduate students in other cohorts also will enrich your experience as classmates, colleagues and guides who can provide you with advice about the journey based on their own experiences. There’s more on department traditions and regular extracurricular activities in the chapter on building communities.

The First-Year Portfolio

Over the course of your first year, you’ll develop a portfolio to be submitted for faculty review in May. The First-Year Portfolio includes a cover letter and three course papers of at least five pages. Addressed to the Graduate Advisory Committee, the cover letter is expected to be short (no more than two pages). It should summarize your research interests as they currently stand, as well as your summer research or language study plans. Doctoral students should state in the letter whether they wish to stay on the Ph.D. track, or they may request continuation toward the M.A. only. You’ll also outline in the letter your plans for the second-year Critical Review Essays, described in the next section. Provide the committee with plans for the scope of each essay and a timetable for the work involved. This is also an opportunity for you to give an indication of faculty with whom you plan to work, who will read your second-year essays as members of your committee. If you’re not sure yet, it’s okay to say so.

For the course papers you attach to this letter, select work submitted in the courses you’ve taken thus far, without further revisions to the work. The idea is to show off your best work. The entire portfolio should be compiled in electronic form. The DGS will set a specific due date each year, but in general the portfolios will be due in early to mid-May. The DGS will make First-Year Portfolios available to the department faculty through an internal online portal. Initially, the DGS or other members of the graduate committee will review your work. If the quality is in doubt, they may ask other faculty members to read it. At the end of the year, in their May meetings, faculty use the portfolio along with your performance in courses to evaluate your overall progress.

The Second-Year Critical Essays

Except for master’s students planning to take an exam on their coursework, all second-year grads produce Critical Review Essays. They are meant to cover the “state of the field” in two areas of scholarly literature, one thematic (topical) and one geographic (regional). Both should be relevant to your planned research topic. (Master’s students write one essay, either topical or regional.) These essays serve as the equivalent of the comprehensive exams common in other departments; that’s why you’ll hear grad refer to them colloquially as comps. For Ph.D. candidates, faculty evaluate the essays to decide whether you will be invited to move beyond the M.A. to continue toward Ph.D. candidacy.

In planning and writing the essays, you should work closely with your advisory committee and other faculty as you define your chosen areas and develop mastery in them. You should research and write the essays in conjunction with your first- and second-year courses, including independent studies. Ideally, you’ll look at literature to which your dissertation will contribute and which are thus relevant to your grant applications and dissertation proposal. At the same time, faculty understand that your research plans may change, precisely as your knowledge of the literature changes or as your pre-field experiences reshape your project. So don’t fret about solidifying your dissertation focus right away. The important thing is to build and demonstrate skill in analyzing a relevant scholarly conversation.

The essays should each be about 8,000 words, plus a bibliography. Your coursework and self-guided research will help you develop your reading list. Faculty expect, for example, that you’ll survey recent volumes of appropriate journals for related articles and book reviews. It might help to ask your committee and other

using the Student Information System

You’re responsible for officially registering for upcoming courses, graduate advising seminar, and research credits on time, via the university’s Student Information System, or SIS. Make a note each term of the drop/add deadlines, as the Registrar strictly enforces them.

The online registration system is rather arcane and using it can be tricky. You need to log in to SIS using the university’s Netbadge protocol, usually by entering your username and password. From the Student Center frame select “Search.” The best searches are broad ones. For example, in the search form under “department,” choose “anthropology” and hit the search button to bring up all anthropology courses. You’ll find research-credit (NTR) entries for each possible faculty advisor at the bottom of this list. On the right-hand side, hit “select” for each course in which you plan to enroll.

In the next screen, note the dropdown menu for selecting “units,” or credit hours. Most courses are three units, but students whose status is NTR-only should select a full 12 units of Non-Topical Research credit hours. Repeat this process to select more courses, if needed.

After confirming all the courses you want to take, you still need to finish enrolling. Go to the “enroll” link, then select the appropriate semester, or term. Go to the “add” tab. There, you’ll see the courses you’ve already selected. Make sure the box next to each entry is checked, click enroll, review your selections on the next screen, and then hit “finish enrolling.” Make sure it worked; on the final confirmation screen, there should be a green checkmark next to each course in which you were successfully enrolled, including your research credit hours.

You can use SIS to perform other functions, such as reviewing your financial account with the university or applying for financial aid (federally backed student loans). It’s a little cumbersome but more or less self-explanatory. Hint: If SIS is driving you nuts, try looking up courses on Lou’s List, an informal website that physics professor Lou Bloomfield manages. It’s a user-friendly course catalog that accesses the same database as SIS. You can’t register using Lou’s list, but you can browse course offerings and schedules more easily.

One more thing. Save yourself a headache and register on time, especially if you’re ABD! If you don’t get this right, your enrollment status may unexpectedly default to that of a full-time student taking graduate courses. This in turn will create a bureaucratic tangle that will temporarily disrupt your stipend payments, teaching wages and tax withholdings. You might receive a fantasy bill from the university threatening you with astronomical tuition fees. And a “hold” will be placed on your student account, making it impossible to register for credit hours — which is, absurdly, the only way out of this mess.

To avoid this treacherous loophole, note the registration deadlines each semester. But if you do get caught in it, don’t worry. Talk to the office administrator. The problem can be fixed, though it will involve extra work for you and others.
NGO in Delhi, India.

Jacqueline Cieslak conducts preliminary research with a sanitation essays in your first year. At the very least, you should gather the material you’re likely to need and start compiling the bibliography.

You must submit the essays electronically according to procedures announced in advance of the due date. Your submitted work will be made available to all faculty members in the department. Members of your committee will read the essays and, at your chair’s request, so will the DGS. If they have doubts about the quality of the work, they may ask other faculty members to read it, as with your First-Year Portfolio. Similarly, the critical essays will factor heavily in your end-of-year review, when the faculty decide whether to invite students to continue on towards a Ph.D. or, alternatively, whether to award a terminal M.A. degree.

Summer? What summers? The truth is, you will have some time to relax and recharge in the summer — but not as much as you might think. Summers are a crucial time to pick up needed language skills and explore the field site or region where you expect to do your dissertation research. The usual order of things is to do language study in the summer after your first year, then preliminary research in your second summer, but this may vary from student to student, depending on your particular circumstances.

The Graduate School now provides entering students with funding to support summer language study are contingent on grants to support summer language study are contingent on summer fieldwork or methods training may also be available. Consult the chapter on funding for more information on the application process and funding sources.

Summer language study typically involves learning or improving your knowledge of the language variety in everyday use at your field site. Note that department grants to support summer language study are contingent on your having already met the second language requirement. (More on that in the next section.)

Pre-field study may be carried out together with or separately from a summer language program. Pre-field experiences could include scouting or surveying a research site, conducting preliminary participant-observation, consulting off-site archives, establishing scholarly or other contacts in your host country, or any combination of these activities. Develop your pre-field plan in consultation with the DGS and, once formed, with your committee. When you get back from your pre-field studies, you should think about selecting courses that will help you follow up on your preliminary findings — for example, courses on data analysis specific to your subfield, or the Dissertation Research Proposal Workshop (ANTH 7060). If you are planning to work with human subjects during your pre-field research, don’t forget to secure IRB approval during the spring before you go.

One more note about the summer. This is an ideal time, while you’re free from course papers and grading, to start working on upcoming grant applications. Search databases, download grant lists and talk to the DGS and your chair about these opportunities.

Decide who you’d like to write your letters of recommendation, so that you’re ready to request these as soon as the semester begins. Draft a standard project narrative in prose that is not specific to anthropology, since many grant reviewers are scholars in other disciplines. You’ll always be
able to tweak it later based on the application criteria. There’s more on different types of fellowships and grants in the funding chapter.

Language requirements

The graduate school requires that doctoral students demonstrate competency in no less than two foreign languages. At least one of these is expected to be a language that enhances your ability to carry out your dissertation research. For archaeologists, a command of intermediate statistics counts in lieu of one foreign language; in that case, you’ll need a letter from a stats instructor certifying your competency. Advanced statistics can qualify archaeologists for the mastery level if they have already demonstrated competency in stats. Alternatively, doctoral students can fulfill the entire language requirement by demonstrating “mastery” in just one foreign language.

For M.A. candidates, competency in one foreign language is sufficient.

Competency is usually determined in one of two ways. You can show that you’ve passed two years of college instruction in a particular language within the past six years. Or you can take one of the proficiency exams regularly offered through the university’s language departments. These exams are 90 minutes long and involve translating a short text into English; they are not especially hard. French, German, Italian, Russian and Spanish proficiency exams are available, and special arrangements can be made for others, including ancient languages. You should talk to the DGS and the relevant language department about scheduling a proficiency exam when necessary. Keep in mind that the process of scheduling the exam, taking it, and receiving credit for it could take a month or more.

If you opt for mastery in one language, you will have to take a mastery exam, also offered through the language departments. These two-hour exams are somewhat more difficult and involve translating a passage, analyzing a text and writing a short essay in the foreign language.

Assuming you’ve entered with the necessary language training, take care of the paperwork related to your second language requirement right away — in the first semester. This will preclude troubles when applying for summer language grants or other funding opportunities that depend on having this half of the language requirement done. In any case, the second language must get done for you to qualify for an M.A. or attain Pre-Candidacy at the end of the second year.

You should plan to pick up certification in a third language (or mastery in the second) as soon as possible. Unless you plan to use a field language for your third language, ideally you should have satisfied the language requirement by the end of your third year of coursework. If you will be using a field language, arrange to take the test in the semester when you return from the field. Be aware that you will not be eligible for many write-up grants until you have completed the full language requirement. At the latest, you must have the language requirement fully met before scheduling your dissertation defense.

Your dissertation proposal and the Third-Year Symposium

The last and most important part of the coursework years for doctoral students will be spent developing a dissertation proposal and successfully defending it. Developing your proposal happens in earnest in your third year, though it should build on all the work you’ve done previously, including pre-field studies. It’s a good idea to take the Dissertation Research Proposal Workshop course (ANTH 7060) this year to help guide you through the process and concurrently work on grant applications. During this time you should also start thinking about important research authorizations you’ll need — such as foreign visa and approval from the university’s Institutional Review Board (IRB). There’s more on these and related issues in the next chapter on heading to the field.

Your proposal is a research prospectus that outlines your project, covering the relevant geographical and thematic literatures. A typical dissertation proposal will ask an answerable research question; consider one or several hypotheses in response to the question; and map out a systematic methodology for approaching the question, whether your methods involve field research, archival work, or both. The proposal should offer a coherent statement of your research intentions with the understanding that your actual findings may lead you to new perspectives or require you to refine your question in the write-up stage. We all recognize that the dissertation is a work in progress. In keeping with this notion, the faculty will arrange for you to present your work in a public symposium in February or March of your third year, usually prior to the dissertation defense. The Third-Year Symposium is designed in the style of a AAA panel, with 15-minute presentations from you and your peers plus a limited time for questions and answers.

Unlike your proposal defense, this is not an evaluated exercise, but a chance for you to articulate your project in a well-attended forum and to get feedback from the whole department community, including other grad. The feedback you receive can help you improve your proposal in preparation for defense as well as any grant applications that you’re still working on.

You should develop your symposium remarks and dissertation proposal with supervision from your chair and other committee members, who will determine at your defense whether to approve your research plans. Unlike the symposium, the proposal defense is a public examination. It should take place by the end of the sixth semester. Extensions may be granted on a case-by-case basis. Students cannot begin fieldwork until they have passed the proposal defense.

To schedule your proposal defense, talk to your chair and come up with a date and time convenient for all. Then email an electronic copy of your completed dissertation proposal abstract, and the agreed schedule to the department’s administrative assistant. You should also bring a hard copy of the proposal and abstract to the main office for public review. This should happen three or four weeks before the scheduled date (two weeks is the absolute minimum), so the department can announce the event in a timely fashion. At your defense, you’ll summarize your project and research plans, and answer questions from your committee and other faculty.

Your committee will inform you of the results of your defense after a private discussion about your work. Once you’ve passed, you enter the fabled category of PhD Candidate, also known as ABD — “all but dissertation.” But these are not the three letters you want
### FIRST YEAR

#### Fall
- Orientation & introductions
- Meet with grad committee (August)
- Register for fall courses
- Apply for outside funding, if applicable
- Meet with grad committee again (November)
- Register for upcoming spring courses

#### Typical Courseload
- Theory I (7010) (3 credits)
- Subfield requirement (3 credits)
- One elective (3 credits)
- Grad advising seminar (1 credit)
- Research (NTR) (2 credits)

#### Spring
- Apply for summer funding (March)
- Meet with grad committee again (April)
- Register for upcoming fall courses
- Submit First-Year Portfolio (May)

#### Typical Courseload
- Theory II (7020) (3 credits)
- Elective(s) or subfield requirement (6 credits)
- Research (NTR) (2 credits)

#### Summer
- Foreign language study and/or pre-field research

#### Ongoing...
- Discuss project with faculty, search for chair
- Begin gathering, reading materials for critical essays
- Certify first foreign language, as soon as possible
- Attend department seminars, symposiums, events
- Write and submit IRB protocol, as applicable

### SECOND YEAR

#### Fall
- Meet with grad committee (August)
- Form committee by December
- Write first critical essay (due early December)
- Apply for outside funding, if applicable
- Register for upcoming fall courses

#### Typical Courseload
- Elective(s), directed readings, or subfield requirement (9 credits)
- Grad advising seminar (1 credit)
- Research (NTR) (2 credits)

#### Spring
- Write second critical essay (due early May)
- Apply for summer funding (March)
- Register for upcoming fall courses
- Earn M.A., if desired
- Graduate, or advance as Ph.D. Pre-Candidacy

#### Typical Courseload
- Elective(s), directed readings, or subfield requirement (9 credits)
- Grad advising seminar (1 credit)
- Research (NTR) (2 credits)

#### Summer
- Foreign language study and/or pre-field research

#### Ongoing...
- Consult with committee on developing project
- Attend department seminars, symposiums, events
- Write and submit IRB protocol, as applicable

### THIRD YEAR

#### Fall
- Update your committee on summer work (August)
- Begin developing dissertation proposal
- Apply for outside dissertation research funding
- Register for upcoming spring courses

#### Typical Courseload
- Proposal Workshop (7060) (3 credits)
- Elective(s), directed readings, or subfield requirement as needed
- Grad advising seminar (1 credit)
- Research (NTR) (2 credits)

#### Spring
- Apply for department small grants, if applicable
- Present work at Third-Year Symposium (February/March)
- Continue work on dissertation proposal
- Schedule proposal defense
- Defend dissertation proposal, advance as ABD

#### Typical Courseload
- Elective(s), directed readings, or subfield requirement as needed
- Grad advising seminar (1 credit)
- Research (NTR) (2 credits)

#### Summer
- Continue research & reading as needed
- Prepare your departure to the field
- Leave to field, preferably by fall

#### Ongoing...
- Consult with committee on developing proposal
- Attend department seminars, symposiums, events
- Complete second foreign language, before defense
- Write and submit IRB protocol, as applicable
- Obtain research permits & travel authorizations
rite de passage: to the field and back

It’s a good idea to start thinking about and getting ready for your fieldwork even while preparing your dissertation proposal. You should aim to begin fieldwork shortly after defending your proposal — ideally in the Fall of your 4th year — although we have built a certain amount of flexibility into the program. Remember: the sooner you go, the more flexibility you’ll have later on. Plan your research so that it can be completed within one (1) calendar year. Longer, shorter, or discontinuous stays can be arranged, but this can get complicated (and expensive). Planning your time in the field, and tending to important tasks before you leave, calls for some foresight and attention to the requirements and recommendations outlined here.

Paying for it

Grads are generally expected to find outside sources of funding for their field research. Don’t stress over this. It’s a good policy in the long run because successfully winning competitive grants is a key to building your scholarly record and skills while you’re in grad school.

Students must remain fully enrolled while in the field, thus incurring charges for tuition, fees, and health insurance. Unfortunately, many dissertation research grants constrain the use of their funds for such institutional costs. The Graduate School therefore provides tuition, fees, and health insurance for up to two semesters (one year) of research for any student whose research grants cannot cover these expenses. If your outside research grant does cover tuition, fees, &/or health insurance, you need to let the DGS know.

If you want to extend your fieldwork beyond one year, there are several ways to accomplish this — but they all involve generating the funds to cover the tuition, fees, and health insurance for any additional semester in the field. Some research grants do allow you to include institutional costs in the budget. In rare cases the department may be able to help through a “small grant.” Students may also be able to draw on their own resources. Or you can convert a future semester of funding into a semester of fieldwork support — but, of course, this entails less support during the write-up phase.

It sometimes happens that a student in good standing, with an excellent project, is nonetheless unable to garner outside research funding in time to begin their fieldwork in their 7th semester (4th Fall). In such cases we encourage students to take their Instructorship semester prior to fieldwork, while re-submitting grant proposals. Students who do not have external funding for fieldwork by the beginning of their 8th semester must convert a future semester of funding into research support — and be prepared to complete data collection within the timeframe of a single semester (plus summer months).

These can be consequential decisions, which you should explore with your committee and the DGS. For more on funding your stay in the field, see the chapter on funding.

Leaving the country? Not so fast

Most students do their fieldwork abroad. Assuming that’s the case, you should get to know the visa requirements and other bureaucratic hurdles associated with your field site. For example, some host countries, and some grants, require affiliation with a local academic institution. Some medical insurance plans don’t cover foreign healthcare expenses or emergency (evacuation) assistance (the UVA student plan, however, does). For research in some countries where the United States enforces economic sanctions you’ll need special permission for your research from the U.S. government. Also, the State Department occasionally issues official travel warnings for certain countries, and you should be aware of any that pertain to you, as they can involve extensive paperwork and approvals. Your funding organization might help with these issues, but ultimately it’s your responsibility to make sure you’ve taken care of them. And some of them — like the visa process — could take months. Plan ahead! Consult with the university’s International Studies Office (ISO) and the DGS if you have any doubts about foreign travel. All graduate students travelling abroad as part of their degree program must register through UVA’s Student International Travel Registry; those who are U.S. citizens must also enroll in the State Department’s Smart Traveler Enrollment Program (STEP).

The IRB and participant-observation

Many research projects involving human participants require formal approval from the university’s Institutional Review Board for Social and Behavioral Sciences, to ensure that research protocols do their best to protect participants from unintended harm. You can only be exempt from this requirement if your research does not involve living people or if the participants are completely anonymous. Hence, nearly all sociocultural and linguistic projects require IRB approval. Most archaeological projects do not. Cases in which archaeologists will need board review include, for example, projects that have collaborative or community archaeology components that involve assistance from nonprofessionals. But, archaeologists, take note: You are not automatically exempt from protocol review. If you believe you should be exempt, you need to discuss this with your committee, then formally request (and receive) a notice of exemption from the Institutional Review Board.

The IRB is a multidisciplinary group of faculty who oversee ethical practices in human research, including clinical, behavioral, psychological, and social studies. The IRB recognizes ethnographic research as a special case and has unique standards for evaluating protocols from anthropologists. A primary issue to think about is

Beth Hart takes notes while excavating at Elkab, a settlement in Egypt.
how best to obtain informed consent from your participants, given the cultural context. But there are likely other ethical issues related to your work that are important for you to consider, such as the potential loss of privacy for the people whose lives you study, or the long-term consequences of your ethnographic descriptions.

The department regularly assigns one faculty member to act as your liaison to the review board. Even preliminary summer fieldwork usually requires IRB approval, so consult early on with our liaison and review the forms you’ll need to fill out for the review process. Be on the lookout for emails announcing departmental workshops on ethics and IRB procedures.

Your protocol, outlined in official IRB forms, will summarize your project and detail the ethical considerations of your work, including any potential physical, emotional or political risks your research poses to your informants, and what you will do to mitigate those risks. It may also include sample interview questions, recording methods, consent forms or oral consent scripts, etc., as the case may be. Note that if your own research and methods seem not to fit the standard scenarios you see in model proposals, you shouldn’t misrepresent your approach by trying to conform to them. Instead, use your proposal to educate the IRB about the conditions at your research site and why they require particular choices. Explain how your own methods will meet your goals, and why they are ethically and culturally appropriate. Keep in mind that you are writing for academics (anthropologists as well as others) — not bureaucrats. If you have doubts about your methods or ethical questions, be sure to talk to your chair or other committee members. Your committee chair has to sign your protocol in the capacity of “principal investigator.”

Approval is not guaranteed! It’s not unusual for the board to ask researchers to further explain or refine areas of their protocols after an initial review, or to grant conditional approval pending certain changes. You should give yourself at least two months to get IRB issues worked out before leaving. In planning ahead, be sure to check out the IRB’s website and note the rolling deadlines. Submit forms well ahead of a regularly scheduled board meeting, so you get on the agenda with plenty of time to spare for any revisions the board might request.

Fieldwork: Romance and reality

Fieldwork is exciting, but exacting. You no doubt have an ideal image in your mind, and your dissertation proposal covers a methodology with which to realize your goals. But translating ideals and methods in the abstract into a set of daily practices is a major demand of the job. Before you leave, think about how you’ll schedule your time in the field overall (e.g., on a monthly or weekly basis), as well as what a typical day might look like. Include time for organizing data, taking notes, writing, thinking, relaxing and tending to bureaucratic paperwork, in addition to participant-observation, interviews, site surveys or digs. This plan will have to be flexible. Unforeseen circumstances will no doubt change your plan, but having one will give you a baseline from which to work when you arrive at your site and settle in. As always, get advice from your committee members and other colleagues.

The field is often a time during which doctoral students feel cut off from their usual world of experience. This isolation (and reintegration in a new world) can be invigorating, but also daunting. Before leaving, think about how you might handle the potential isolation — intellectually and emotionally — and still accomplish your research goals. Make a plan with your chair for how you’ll stay in contact with your committee throughout your time away (this may involve sending periodic field reports). Think of what you need to leave in order back home while you’re gone, so you minimize the stress that your usual life imposes on your field experience. And of course, make a detailed list of materials to pack for the trip, according to the particular demands of your research, airfreight limitations, personal tastes, etc. Good books, magazines and music, for example, are always nice to have when you want to disconnect. Consider especially bringing appropriate gifts for those who help you in the field.

Safety is also something you need to think about as you prepare to go to the field. Faculty ask you to check in regularly while you are in the field because they want to help you with your research, but they also need to know you are okay, so don’t miss those check-ins. Some students take a basic self-defense course before they go. And don’t forget to register with the International Studies Office before you leave. In situations such as earthquakes or sudden political instability, the ISO’s support can be invaluable. Finally, once you know where you will be staying in the field, be sure to let your committee chair know the details.

Then, while you’re there, don’t lose sight of the endgame. The point of going to the field is not to discover the meaning of life (though you may) but to gather what you need to write your dissertation. Keep this in mind as you amass and organize information and artifacts. While you will no doubt establish lasting relationships with informants or grow attached to your place of study, you don’t need to solve a global crisis, decipher the significance of each and every utterance you hear, or unearth the Eighth Wonder of the Ancient World. But it will help to begin analyzing your data, especially toward the end of your field stay, and even to begin outlining and drafting your thesis. Another good practice, if you’re recording interviews, is to do some transcriptions while you’re still in the field. This will allow you to troubleshoot any issues with your recording device, generate new ethnographic questions that inform your fieldwork in progress, and get some analytical heavy lifting out of the way while you have the time and space to do this. If you wait until you return, a lot of it might never get done!

The sidebars on this page itemize tasks to complete before leaving, along with other things to think about. These lists aren’t comprehensive, but they’re a good start.

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### Plan Ahead

- Talk to the DGS about what your work and/or write-up options are when you return
- Inform contacts in the field of your arrival plans, if possible
- Pre-arrange housing at field site, if possible
- Research culturally accepted forms of reciprocity with local assistants and hosts
- Decide what special technology, if any, you’ll need
- Devise a method for protecting your data, written and electronic
- Discuss appropriate forms of contact with chair
- Schedule your research tasks, provisionally
- Check for State Department travel warnings
- Get advice from others about living in the field

### Get Your Personal Affairs in Order

- Will you need to sublet your apartment?
- Will you need to put belongings in storage?
- Should you give someone back home power of attorney?
- Do you have health insurance that’s valid for overseas emergencies?
- Have you arranged for a way to get funds and equipment to your field site?
- Will you have to file a tax return, or ask for an extension, while you’re gone?
- Do you plan to vote in an upcoming election, and will you need an absentee ballot?
end in sight: writing up & defending

Writing up your dissertation requires organization, thought and time management, but there's no reason to make the experience excessively burdensome or tedious. It can and should be every bit as fun as being in the field, especially once you've cracked the nut of your dissertation. A thesis is an original contribution to knowledge, but perfection should not be your goal: It's an exercise in demonstrating what you know about anthropological theory, how it applies to your research findings, and how your findings help you to rethink the theory.

As your time in the field nears a close, it's a good idea to contact your committee and the director of graduate studies to plan for your return. This is a great time to start analyzing your data in earnest and to develop a dissertation abstract and outline. Even before returning from the field, it's good to have started work on these aspects of the writing.

For most students your first post-fieldwork semester will involve teaching your own course and writing a first dissertation chapter, in order to be eligible for the all-important semesters of dissertation write-up fellowship. There is some flexibility in terms of when you take your instructorship if you and your chair think it's better for you to devote that first post-fieldwork semester to writing. Now is also a good time to refer to the advice on writing and work habits in the last chapter of this handbook.

Should you still not be done with your dissertation after all opportunities for funding have been exhausted, you can continue writing while remaining affiliated with UVA by applying for Dissertation Completion (DC) status. (See Chapter 7 for details on this administrative status.) Throughout the write-up process you are expected to maintain a full, functional committee, and to maintain regular contact with this committee. If you need to make changes to your committee, make sure it remains complete in order to stay in "good standing." If you lose contact you are considered "inactive," and you could be asked to leave the program. After two years of inactivity, you'll be dropped automatically.

The bottom line here is: Make steady progress. The simplest trick to staying on track is writing every day, even if it's just a little bit. Personal deadlines for individual chapters or analytical tasks can be very helpful. You should try forming writing groups with other grad students who are in the same phase. You can also take opportunities to present your work during subfield-specific departmental workshops. Discussing your project and your fieldwork with colleagues will help you sharpen your thinking, take advantage of emergent funding opportunities, submit papers for conferences and journals, and apply for jobs when you're nearing completion of the dissertation.

Get your house in order and look ahead

Write-up is also a good time to make sure you've got your bureaucratic ducks in a row.

Before defending your dissertation, and sometimes as a prerequisite for write-up applications, you have to complete whatever remains of your language requirements. (See the coursework chapter.) And make sure other degree requirements and bureaucratic matters are taken care of. For example, consult with the department's DGS about the most sensible enrollment status for you to adopt and what measures you have to take. Depending on your status, you may need to continue registering for research credits at the beginning of each semester.

This is also a time to look ahead, beyond graduate school. Keep an eye out for postdoctoral fellowships, appropriate job openings, visiting instructorships, and relevant conferences or calls for papers. Take a fresh look at your career goals and discuss with committee members what they are and how best to achieve them. Occasionally, the department or the university will announce career development workshops that you may want to attend. These will help you design your CV, prepare for interviews and figure out what to do with yourself after you graduate.

Schedule your defense

Once you have a worthy draft of your dissertation and you've completed all other Ph.D. requirements, you may schedule your defense. You'll need your committee members to prepare the draft for scheduling and the scheduling itself. You and your chair should select a time and place convenient for everyone who has to be there, including your outside reader. The dissertation defense is a public exam for which you must be physically present. You need to let the department's administrative assistant know about the schedule and bring a copy of your thesis to the main office, to be available for public review at least a month prior to the day. You should also provide via email a title, abstract and list of your committee members, so the department can announce the event.

Typically, the defense opens with a presentation of your main argument, a selection of supporting evidence, and the most important implications of your work for the discipline. This presentation is followed by questions from your committee and, possibly, other faculty members or attendees.

After the defense, your committee will discuss your work in private, note any necessary revisions, and vote on whether to pass your thesis. The committee members will, upon reaching a decision, let you know how you fared and what revisions, if any, they want you to make.

Graduating

To be eligible to graduate, you need to apply formally for graduation by university-established deadlines to receive your degree on time. Degrees are conferred in January, May or August. The deadlines for applying to graduate are the first day of October, February and July, respectively. Make sure to let the chair of the department, your dissertation chair, and the DGS know when you intend to graduate, and fill out the necessary forms available from the GSAS website by the corresponding deadline. Typically graduation forms need to be completed well before you actually defend. Later you must submit your signed and approved thesis indicating that you passed, so the degree can be released. (If you apply for graduation but don't finish your work in time, the process can be rolled over to a subsequent term.)

Note that the same procedures outlined here apply to graduate students receiving an M.A., whethe-
er leaving with a master’s or continuing on toward the doctorate. In the latter case, you need to fill out an additional form to declare your intent to continue on the Ph.D. track.

Once your committee has approved and signed a final copy of your thesis, you should produce three official versions: for the department, the dean’s office and the library. The graduate school establishes binding and submission standards for all dissertations. Refer to a current version of the Graduate Record and follow the special instructions carefully. They may change from year to year. You should also check the library website for information pertaining to electronic deposition: https://www.library.virginia.edu/libra/etds/

Submitting your dissertation to the Libra scholarly repository at UVA is now a graduation requirement.

Timing this process right will help you avoid lag time between finishing your requirements and actually graduating. It can also save you money, since graduating later than necessary may require registering for an extra term under the Dissertation Completion Status and paying the associated fees.

Graduating students, both M.A. and Ph.D. recipients, are welcome to attend the university’s Final Exercises, as well as the department’s graduation ceremony and festivities. These are generally held the second Saturday after the end of exams in May. If you’re graduating in the winter, you may attend Final Exercises the following May. If graduating in the summer, you may attend Final Exercises in the preceding May. The university sends prospective graduates information about purchasing caps and gowns. You can ask about this at the UVA Bookstore.

funding demystified

Graduate school is not free, even if you don’t pay for it. To give you an idea: The cost of funding an out-of-state full-time student taking courses is about $54,000 annually (some of which is paid in wages). The cost for a post-field student is about $24,000.

In 2012 the Graduate School of Arts & Sciences restructured how graduate programs are funded, with the result that finances are now quite centralized, and funding packages for grads quite standard. In anthropology, all incoming Ph.D. students receive, at a minimum, the same basic package, which is renewable for up to five years. When it comes to supplementary funding for things like conference travel, or extra expenses related to summer pre-field research or language study, the department does have some resources, but they are limited.

The DGS has to be creative in spreading these resources around so that all students are fairly and minimally supported. Anthropology has a good track record of accomplishing that goal while maintaining a cohesive collegial atmosphere. Our students, meanwhile, perform well in winning outside funding for pre-field research, fieldwork and write-up, helping ease the burden on the department’s modest discretionary budget.

Funding comes in a variety of forms, which we can break down into four types: (1) basic support for graduate study; (2) funding for summer research and other activities; (3) dissertation fieldwork & other research grants; and (4) fellowship support for dissertation write-up.

Graduate study support packages

These are multi-year grants that support coursework, dissertation write-up, and possibly some of your field research. Most students will have the standard GSAS package that is awarded from university funds; others may draw support from external funds solicited while applying for graduate school, or in the early years of coursework.

The department’s basic package

All incoming anthropology Ph.D. students receive a GSAS support package, unless they enter with better funding from another multi-year grant. The basic departmental package covers up to six (6) years of tuition, fees and health insurance (including up to one (1) year of such support for fieldwork).

During five (5) of these years (excluding the fieldwork year) GSAS now also provides an $18,000 stipend for living expenses plus $4,000 toward a summer research fund (more about this below in the section on summer funding). You need to remain in good standing to continue receiving the GSAS funding from year to year. The stipend will not make you rich, but if you budget carefully you can survive.

Think of your basic package as ten (10) semesters of full support plus (up to) two semesters of “tuition*” (i.e., tuition, fees, and health insurance) for your fieldwork year. Seven (7) of the full support semesters involve work (either as a GTA or as an Instructor); Three (3) of the full support semesters are free of any obligation to work and are intended to support full-time dissertation write-up. (These work-free support semesters are sometimes referred to as “fellowship” semesters.) Ideally students in their 3rd year will apply for, and receive, sufficient external funding to support their fieldwork in their 4th year, returning to their instructorship at the beginning of their 5th year, and continuing on to “fellowship” write-up support for three (3) semesters through their 6th year in the program. A table representing this funding system schematically is presented below.

The department builds as much flexibility into this program as possible. For example, students who end their third year without the promise of external grants to support beginning fieldwork in their 4th Fall, must take their instructorship semester in their 4th Fall, while they resubmit grant proposals.

Grads may also make use of their three “fellowship” semesters as they (and their committees) see fit. For example, students who still do not have external support for fieldwork by the Spring of their 4th year will need to utilize one of these “fellowship” semesters as research funding. Doing so provides $9,000 for living and research expenses in the field, but also reduces the number of write-up semesters available post-fieldwork.

Similarly, students who wish to extend their fieldwork beyond the one year that GSAS supports (with tuition*) may also utilize one of their “fellowship” semesters to provide the tuition, fees, and health insurance. In such cases students should “bank” the stipend that comes with the fellowship semester for use during write-up.

In the first three years (and again when you are an instructor), some part of the stipend is paid as wages for working as a teaching assistant in the department. Some students, particularly those arriving from overseas with little or no experience in the U.S. academic environment, may have assistantships in their first year that do not involve classroom teaching, which we call “writing-intensive teaching assistantships.” (There’s more on teaching jobs and other work opportunities in the next chapter.)

The wage portion for serving as a GTA (Graduate Teaching Assistant) will be paid to you in biweekly paychecks issued via payroll. The remainder of your stipend is paid monthly, as a fellowship payment made through Student Financial Services. Both payments are made by direct deposit. (There’s more on how stipend payments may affect your federal and state taxes in the sidebar on this page. Another sidebar covers details about the student health plan.)

Jefferson Fellowship

Based on merit, the Jefferson Fellowship is “the premier graduate fellowship offered at the University of Virginia.” It covers the cost of attending the university and provides a

a post-field checklist

- Begin outlining, analyzing data & transcribing interviews in the field
- Draft a complete outline & dissertation abstract
- Develop a writing plan & good habits
- Teach a course
- Write an initial dissertation chapter
- Finish third language requirement (if not already complete)
- Form or join a writing group
- Communicate with your committee on a regular basis
- Agree on deadlines with your chair
- Participate in subfield workshops

(Continued on page 14)
funding

(Continued from page 13)

5 years) that is used to support language study and pre-field research in the first two years — as well as to help support dissertation research in your third and fourth years, and write-up in the final years of your program. Prudent use of this research fund will help you move efficiently through the program, and you are urged to plan carefully on and to consult with your committee and the DGS as you do so. Students are also expected to apply for — and receive — funds from the department and from other UVA and external sources to help defray the costs of their first two summers’ activities. (Students who entered the program in prior years with different packages will rely more heavily on department funds.)

For application instructions, go to http://www.jeffersonscholars.org/ fellowship.

External funding: Listed below are some of the biggest major fellowships — those most commonly won by our students. Applications are usually due in October or early November. Restrictions vary on who can apply, but typically you need to try for these while applying to grad school, or in your first or second year. You should check with the granting institutions for their own official details, requirements and deadlines. The department also maintains a list of grants and links to grant databases on Anthro Central, and from time to time the DGS and department chair will broadcast new funding opportunities via email. The DGS and other faculty members will be glad to advise you on whether and how to apply for these.

- NSF Graduate Research Fellowship
- Jacob K. Javits Fellowship
- Ford Foundation Predoctoral Fellowships
- Wenner-Gren Wadsworth International Fellowships

Summer funding and other small grants

Your first two summers are crucial to obtaining the language and fieldwork experience necessary to compete for the large fieldwork grants you will need in your 4th year. Supporting these summer activities is therefore a very important part of the department’s graduate funding budget. Beginning with the 2016–17 cohort, each student receives, as part of their basic support package, a summer research fund of $20,000 (based on $4,000 per summer for basic support packages will include summer research money, which must be used for summer projects, but department summer grants can be requested as well, in order to supplement these awards.) The DGS announces the process for applying in early spring. Usually you’ll provide a description of your project or study plans, a schedule of your activities and a realistic budget. Funds awarded are meant to reimburse you for budgeted expenses and thus should not be construed as earned income. You should keep receipts for your records to be presented upon request. Awards vary a great deal, depending on a student’s project, location, and access to other funds, but supplementary amounts are likely to range from $2,000 to $4,000.

- Other UVA summer grants. Other university programs also offer summer funding to grad students. The DGS will announce these competitions and notify you of looming deadlines as the information becomes available. Here are some of the pots of UVA money that have helped support our students’ summer research projects in recent years:
  - Arts, Humanities, and Social Sciences Summer Research Awards (AHSS)
  - Buckner W. Clay Endowment for the Humanities Grants (Clay)
  - Center for Global Inquiry and Innovation (CGII)
  - Raven Society Fellowships

Conference travel funds. The department helps support travel to conferences for Ph.D. students. Preference is given to advanced students who have already returned from fieldwork, but Ph.D. students who are not yet in the dissertation write-up phase may also apply. In each of your two post-fieldwork years of support, you can typically count on one $600 grant to help defray the costs of a conference where you are presenting a paper or other original work. Your paper or presentation must be accepted in order for you to receive these funds. The DGS will request applications at the beginning of each semester (to help fund travel to a conference occurring during that semester). This application is brief and very simple, taking no more than a few minutes to complete.

Department small grants. When funds are available, the department may provide additional so-called small grants of about $1,000 for various one-time needs. These might be helpful, for example, in the summer after your third year, as you’re on your way to the field, or if you’ve taken an extension to finish your dissertation proposal the following fall. You might want to use the money for travel to an outside archive or archaeological collection, or to visit scholars at another institution to learn new analytical techniques, or to purchase particular pieces of equipment, pay for lab analyses, and the like.

(Continued on page 15)
like. If you have such a need, check with the DGS to see whether it is appropriate for funding and whether funds are available.

- External language and pre-field grants. These are common sources of external funding, but the list is by no means comprehensive. Talk to your committee about whether applying to any of these would be a good idea for you.

- Lucent/ACLS Pre-dissertation Summer Travel Grants for China
- Blakemore Freeman Fellowships for Advanced Study of Asian Languages
- Critical Language Scholarships for Intensive Summer Institutes
- Explorer’s Club Student Grants
- Middlebury Language School Davis Fellowship for Peace
- SSRC Dissertation Proposal Development Fellowship

Fieldwork grants
These are the most crucial grant applications you will complete, and you should start planning them well in advance, working on them especially over the summer after your second year. In most cases, you will be preparing these applications in tandem with your dissertation proposal, and much of the work will overlap.

In general, a good dissertation research grant application will raise a novel theoretical question that you want to explore with a set of data that can only be gathered through your intended fieldwork. Your statement of purpose should make an effort to explain the project in language accessible to a range of reviewers. Tell them why your work is interesting and important for the social sciences and the world at large.

Beyond these common criteria, you should pay attention to the particular interests of the granting institution and the instructions it provides. Note who is eligible for support, what you need to submit, where you are allowed to do your fieldwork, when it has to get done, how much the funding covers, etc.

Winning an outside grant for fieldwork is an important aspect of your scholarly development, and you should make every effort to do so. Do not despair if you get turned down in the first or even second application cycle. Every iteration will improve your project and give you much-needed practice in applying for funding.

The following list includes all the obvious options for anthropology grants, but not the only ones. Some accept applications only from U.S. citizens and permanent residents.

- Wenner-Gren Dissertation Fieldwork Grants
- NSF Doctoral Dissertation Research Improvement Grants
- Fulbright IIE Programs
- Fulbright-Hayes Doctoral Dissertation Research Abroad Fellowship
- Ford Foundation Dissertation Fellowship

In cases where a good project simply isn’t getting funded—which can happen for various reasons and doesn’t necessarily mean the research isn’t worthy—the department has other ways to help you pull it off. The most common way is to convert a semester of your GSAS funding into money you can use to begin fieldwork. Your regular semester’s stipend of $9,000 thus becomes your research grant. But beware: Those taking advantage of this fieldwork funding option will have one fewer semester of post-fieldwork write-up support. This is a discussion you should have with the DGS and your committee.

Write-up grants
Even though most students will have three semesters of university funding free of teaching in which to complete the dissertation, you shouldn’t rest on your laurels. If you do, this write-up time may not be enough. External write-up grants are prestigious and may have extra perks attached to them, such as more money, access to different institutions and facilities, or seminar and publication opportunities. Often known as “dissertation-year” fellowships, write-up grants come in many forms, and may include other obligations and conditions. Be on the lookout for announcements of fellowships of this type at UVA and other institutions, including universities overseas. If you are thinking of applying for an external write-up grant, discuss the timing with the DGS and your committee.

External awards you receive during your UVA support will decrease the amount that UVA contributes. For that reason, many students decide to apply for these grants during their final year of UVA support (hoping to receive the grant in the following year). That timing may not be ideal for all students, however, since the goal is to finish writing the dissertation in good time so you can graduate and move on to other things!

- Departmental support. Your fifth year of funding may receive an honorary title, depending on your chosen subfield. These titles reflect the history of the department and memorialize a few of its most distinguished scholars:
  - The Edith & Victor Turner Dissertation Write-Up Fellowship in Sociocultural Anthropology
  - The Virginia & Dell Hymes Dissertation Write-Up Fellowship in Linguistic Anthropology
  - The James Deetz Dissertation Write-Up Fellowship in Anthropological Archaeology

- Dissertation Completion Fellowships. Each year the Graduate School allows departments to nominate students who have exhausted their years of support to be considered for a limited number of Dissertation Completion Fellowships. These fellowships provide a stipend of $20,000, tuition, fees, and health insurance for one year, in exchange for service as a teaching assistant. The DGS may announce an internal application process or contact you directly to solicit your application for this fellowship.

- Graduate Fellowship in the Digital Humanities. Administered by the Alderman Library Scholars’ Lab, these awards give you access to powerful computing tools meant to help advance scholarship in the humanities.

Fellows are expected to employ IT in their research and create or work with digital content and

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other electronic resources. These awards of $10,000 may supplement your fifth year of funding or help cover an additional year in residence while you write up your dissertation. It is often ideal for archaeology and linguistics grads who are working with complex datasets that can be manipulated and analyzed in electronic form. The application is usually due in March and announced at the end of the month.

- The Dumas Malone and Albert Gallatin Fellowships. These are administered by the UVA Office of the Vice President for Research and supported by the Thomas Jefferson Memorial Foundation. The Malone Fellowship covers graduate students who need to conduct research in the U.S., or other repositories of information, in foreign countries. It is generally reserved for architecture and politics grads, but other disciplines are considered.

- The Gallatin Fellowship supports advanced graduate students writing dissertations on “international affairs,” with preference for multinational studies. It is open to applicants across disciplines whose projects look at political, economic, social or legal processes across cultures. Applications to either of these grants need to be submitted through the Department, so talk to the DGS if you think you would be a good candidate for them.

- External grants. There are various opportunities for write-up funding from outside sources. Besides consulting the department’s grant listings, be on the lookout for announcements via email. Common external write-up grants include:
  - Charlotte W. Newcombe Doctoral Dissertation Fellowship
  - AAA Minority Dissertation Fellowship
  - SRI Foundation Dissertation Research Grants in Historic Preservation

Teaching & Other Paid Jobs

Anthropology at UVA has an excellent teaching record. The department strives to prepare graduate students to be inspired instructors and to value teaching as a vital part of our scholarly development. Most grads will take jobs as teaching assistants during each year of their coursework, and all grads will be expected to teach their own course during one of their post-fieldwork semesters. The DGS will let you know what your specific instructional responsibilities are and what courses are available. (Some students opt to serve as course instructors during summer or January terms as well, but this is optional and not part of the graduate program itself. Money earned from such appointments is also additional to your regular annual stipend.)

The DGS is in charge of pairing TAs with courses. Eligible grad students have a chance to voice their preferences during the prior semester. Due to scheduling conflicts and other considerations, not everyone ends up TA-ing for the course they most prefer, but the DGS tries hard to take preferences into account and to match students to courses that will further their intellectual and professional development. You’ll know ahead of time what course and professor you will be assisting. When you serve as an instructor — whether in summer session, January term or a regular semester — you may be asked to teach an existing course or to submit a new course topic.

Teaching positions present opportunities for you to deepen your knowledge in some area of the literature or in a set of disciplinary approaches relevant to your own research. Wages for these assignments, like other university employment, are paid every two weeks via payroll.

Teaching Assignments

In Anthropology there are two kinds of graduate teaching positions: Graduate Teaching Assistant (GTA) and Instructor. Within the GTA category, different courses have different types of TA assignments. The most common are the DITA (Discussion-Intensive Teaching Assistant) and the WITA (Writing-Intensive Teaching Assistant). A chart that explains the different types of tasks each kind of GTA performs and the hours devoted to each task is available from the main office or the DGS. In some weeks you may work more hours, in others less, but your hours should average out to 200 per semester. You do not have to keep track of your hours or turn in a timesheet. The graduate school considers this GTA assignment “half-time,” since it is calculated on the basis of 10 hours/week. (20 hours per week is the maximum, or “full-time,” that you can work for the university while also enrolled as a full-time student. See the sidebar on this page for more on this limit.) GTA wages usually are paid in combination with a stipend, as explained in the funding chapter. A student who is appointed as a half-time GTA or more receives full tuition and fee remission for the term of the appointment and full health subsidy for the entire academic year.

- Discussion-Intensive Teaching Assistant (DITA). The graduate school sometimes calls this type of GTA a “Standard TA.” In anthropology, DITAs lead discussion sections for lecture courses taught by a primary instructor, usually a regular member of the faculty. A typical discussion section has up to 20 students and a typical load of sections for one DITA assisting one course is three sections.

- In addition to leading discussion sections related to a lecture course, DITAs typically do a sizeable portion of the grading for the professor, who may also ask you to handle various other tasks, like doing a guest lecture, running a review session, or writing exam and quiz questions. As a DITA you’re responsible for coordinating with the lead instructor, establishing the particulars of the job and working together to provide as much coherence as possible to the course.

- Writing-Intensive Teaching Assistant (WITA). Some GTAs are assigned to large courses that do not have discussion sections but feature assignments that emphasize writing. These GTAs attend all lectures; do most of the grading for the course, including essays, exams, quizzes, and papers; and hold regular office hours that are dedicated to helping students in the class improve their writing. Like the DITA, you’re responsible for coordinating with the lead instructor to establish the particulars of the job.

- Student-Centered Learning Teaching Assistant (SLCTA). Students-Centered Learning places students, rather than instructors, in control of major aspects of the learning process, with an emphasis on student leadership, responsibility for learning, and participation. Because there are few or no lectures and no sections in an SCL classroom, an SLCTA works with the primary instructor more like an apprentice, learning about SCL pedagogies “on the job” and spending more time planning classroom activities.

- Instructor. Grads in good standing who are ABD are eligible to teach their own courses as adjunct instructors. As a required part of your program, you will serve as Instructor once during your 5 years of basic support. For most students this will come during one of the semesters following your return from fieldwork, usually the first post-fieldwork semester. Students who have not yet obtained funding to support fieldwork during in their 4th Fall will need to take their instructorship that semester. Other opportunities for adjunct teaching will be available only rarely, with summer (or January) terms being your best bet.

Instructors structure and teach a course on their own. You’ll also be responsible for all of your own grading, and class size is usually set at 30 students. Designing a course and preparing a syllabus is labor-intensive, so you should schedule plenty of time in advance of the term to do so. You also need to place your own book orders with the bookstore and gather other materials for students as needed. Taking care of these things two or three months in advance, if possible, is a good rule of thumb.

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work eligibility

Being eligible for student employment depends on your status as a student. (See the chapter listing status terms and their implications.)

Full-time students can take university jobs, but they are restricted in how many hours they can work. Some jobs, like teaching assistantships, have weekly hours fixed by convention. Other jobs are truly hourly jobs and require you to keep track of your hours and submit timesheets.

Your total work hours from these sources during the fall and spring semesters can’t exceed 20 per week, except with approval from the DGS, your chair and special permission from the dean. The same limit applies to international students; exceptions here are possible but require the student to meet further conditions. Contact the International Studies Office for more information on work eligibility for international students.

During the summer, however, you may work up to 40 hours per week in a university job, so long as you still plan to enroll again in the fall. The same applies to the winter break.

Note that for jobs held during an academic recess, most grad students have to pay FICA taxes, also known as “payroll taxes.” These are not income taxes but federal taxes collected at a fixed rate to fund Social Security and Medicaid. Full-time students are otherwise exempt from payroll taxes, while foreign nationals who are not permanent residents of the United States are always exempt. International students may also work up to 40 hours per week at a university job during the summer and winter breaks.

You don’t need to be a full-time student to take an instructorship. In that case, it may be considered “professional employment” and result in extra payroll taxes for you. Consult the sidebar on stipends, wages and taxes on the preceding page for more.

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...that while serving as an instructor, you can request faculty status at the library and use the library’s scanning services. Just talk to a staff member at the front desk of Alderman Library. The library may ask you to obtain verification from the department before granting these privileges. The graduate school considers an instructorship to be an assignment of 13.3 hours per week. As with GTAs, instructors don’t need to keep track of their hours.

Other jobs

Jobs that don’t involve classroom time can also materialize through the department and other programs at the university. These include, for example, hourly work assisting faculty with very large classes, research assistantships, paid work at the library and the writing center, tutoring in the athletics department, organizing teaching workshops at the Center for Teaching Excellence, leading a discussion or performing other odd jobs.

Regular positions for graduate student associates are available at the Center for Teaching Excellence for advanced grad students with expertise in teaching and an interest in helping others improve their teaching. These are usually one-year appointments and the application process can be fairly competitive.

Before applying for or accepting another job you should consult the DGS and your advisory committee about the opportunity. Make sure it won’t create a conflict with any other duties you have or cause you to exceed your employment time limit (20 hours/week). Jobs held outside the university do not affect that limit, but even then it might be good to discuss any such employment with your chair or the DGS.

Notes on teaching

There’s more to teaching than just showing up and talking — especially if your classes are discussion-based. Leading a discussion and giving effective lectures are skills that can be learned and improved. You should take advantage while you can of the resources available to you to help you sharpen your teaching.

For starters, whether you’re teaching for the first time or not, it’s always good to attend the August and January teaching workshops offered by the university’s Center for Teaching Excellence (CTE). These events are free for graduate students and include workshops led by fellow grads, tailored specifically to issues common to first-time teachers. Registration is required and widely announced several weeks in advance. In addition to running these and other workshops, the CTE has a walk-in library and library files filled with teaching tips and ideas, available at the Center’s office in Hotel D on the East Range. You can also browse or search a full-text database of CTE materials on the center’s website.

If you’re really feeling overwhelmed, the Center provides one-on-one confidential consultations for teaching assistants and instructors who want to improve their teaching or work on particular problems. Consultations are never scheduled for you — instructors and TAs set them up at their own discretion. You can discuss issues you’re having, ask for advice or teaching ideas, and even have a consultant observe, videotape and/or poll students in your class. These are great, low-pressure options for getting feedback on your teaching from experienced people who care about student learning and are not judgmental about your teaching challenges. To request a consultation, use the center’s online form.

Just sharing ideas with fellow grads is another good way to work on your teaching methods and stay sane. You should also be on the lookout for in-house departmental teaching workshops designed especially for anthropology TAs. They usually take place early in the fall semester each year, and are led by fellow grads.

Here are some basic teaching tips (but again, you can find much more on the CTE’s website):

You are responsible for your own syllabus. Make it as clear, concise and complete as possible. This applies especially to the courses you teach on your own, but having a syllabus specific to your discussion sections is also important when working as a TA. A standard syllabus will outline learning objectives you want your students to meet, define assignments and policies, and explain participation guidelines, grading procedures, etc. Instructors should also give their students an idea of the reading schedule and structure of the semester. As a TA, you need not repeat in your section syllabus information found in the lecture syllabus, but you can add or expand on it in reasonable ways; explain, for example, your participation policy.

When leading discussions, keep an open mind and ask simple, open-ended questions. Avoid structuring questions with an implied “right” answer or questions that ask students to guess what you’re thinking, as these tend to stifle discussion. Validate students’ remarks, improving on them as you paraphrase them. This helps to encourage a welcoming environment, especially early on. That doesn’t mean you should shy away from hot topics or vigorous debate, only that you should try to keep the tone civil and model respect for the views of others.

When lecturing, plan ahead and give yourself a goal for the day. Structure remarks and classroom activities in terms of what you want students to understand. Usually this means one or two key facts, concepts or controversies that you want them to fully grasp by the end of the lecture. If you use slides or other technology, these should serve your objective: don’t allow your instruction to be driven by your slides. As often as IT can be helpful, it can become a crutch or an end in itself rather than a tool for helping students meet the learning goals you’ve established. Sometimes simply referring to lecture notes, putting chalk to the blackboard, or leading a well-planned in-class exercise will serve just as well or better.

If nothing else, think of professors you’ve had whose teaching you admire, and emulate them. What works in their classrooms and why? Chances are, you remember their teaching because they found a way to make it fun and interesting. Make an effort to have fun with your teaching in ways that work for you. Be creative. And finally, get a good night’s rest.
Your administrative status
These categories are primarily fiscal; they determine how much you owe the university and, therefore, how much you cost the department.

- **Full-time student.** A full-time student is enrolled in 12 credit hours, whether in the form of research credits (NTRs) or courses or both. With this status, you’re eligible for loan deferrals if you have any prior or current student loans. You can also purchase health insurance through the university’s student plan, even if you don’t get the usual subsidy, and you have full access to the library, the gym, athletic games, etc., although you may be required to pay the associated student fees if they are not otherwise covered. (The department’s basic funding package will cover these as well as the health insurance subsidy for you when it’s in effect.) Finally, you can work at the university as a student employee during a regular semester when you are enrolled full-time, up to the 20-hour maximum; to exceed this amount of UVA work, you need special permission. See the teaching chapter.

Note that international students need to maintain full-time status to keep their visas active.

- **In-state vs. out-of-state.** UVA is a state school, with different tuition rates for in-state and out-of-state students. While this will not matter much to you since your tuition is generally covered, it matters to the Department because out-of-state students — that is, most grads — “cost” more in the budget. In general, you can’t change this status once you enter the university, no matter how long you live in Virginia or how much you pay in taxes. There are only very limited exceptions and the procedure involves special paperwork. This status is only likely to affect you if and when you remain enrolled with research credits (NTRs) during the ABD phase, after all your funding sources have been exhausted.

- **Non-topical research only (NTR).** When you are no longer taking courses, you may elect to remain enrolled for research credits only, in which case tuition is dramatically reduced. However, being NTR still costs about $5,000 for out-of-state students, so it’s not cheap either. The department will cover this cost during your regular years of funding, but not thereafter. “Dissertation Completion” (below) may be the better option in that

**Jack Stoezelt copies a journal article on the main printer in the lobby of Brooks Hall.**
critical review essays, common courses, and first foreign language requirements, and you been invit-
ed to continue on toward PhD candidacy. This usually occurs at the end of your second year in the program.

- Ph.D. candidate / All but dissertation, or all but defended (ABD). You move from pre-candidacy to becoming a doctoral candidate, with ABD status, after successfully completing all coursework requirements, presenting your dissertation project to the department in a Third Year Symposium, and successfully defending a dissertation proposal. Students normally attain this status by the end of their 3rd year in the program. Only students who are ABD can take instructorships.

- Leave of absence. Students who need to take a leave of absence from the department may apply by letter or email to the DGS. The letter, which can be brief, should explain why you want to take the leave (e.g., a medical condition that requires treatment). Leaves cannot be used for field research, and IRB proposals will not be approved for field research during a leave of absence. If the DGS approves, your request for a leave will be forwarded to the graduate school, which must also approve the request. Students who are in good standing and who show cause may receive a leave of up to one academic year (or two consecutive semesters), renewa-

- Library carrels. Library carrels are desks in the quiet and secluded stacks of Alder-
man Library and can be an ideal place to study and write in peace. Most carrels have shelves, a draw-
er that can be locked and an electric-

- Printing and scanning. By being frugal in their printing habits, grad students have been able to prevent the establishment of departmental quotas. Please be considerate when de-
ciding whether to print on either the lobby printer or the printers in the grad and archaeology labs. The lobby printer is accessible from the grad lab computers, and it’s a good choice for course articles or instruc-
tional materials because you can print double-sided automatical-
ly. Please also consider printing multiple pages to a sheet where possible, or printing more lightly using the machine’s toner-saving mode. The lobby printer also allows you to scan documents and email them to yourself, without having to print them.

notes for new students

New grads should be aware of some odds and ends to take care of as soon as they arrive.

- Eservices, home directory and email. One of the first things you should do is sign up for an Eser-
vices account and register for email, using the computing ID, or username, assigned to you upon your initial enrollment. This ac-
count will give you access to public computers at the university and allow you to access your “home directory,” an electronic reposito-
ry where you can store private files and access them from virtually anywhere. Plus, you can map your home directory as a drive on any computer hooked up to the UVA network, allowing you to manipu-
late your server folders seamlessly, as if they were local directories on your own machine.

- The university’s ITC webpages will tell you more about the home directory system and how to use it. One of the great advantages of using your home directory is that your files are regularly backed up, so that you can retrieve old ver-
sions of files if something goes terribly wrong.

- Note that email is official univer-
sity correspondence. You should make sure that it can be monitored by UVA officials. Use an outside email account for sending messag-
es of a sensitive or personal na-
ture.

- Get a student ID and number. You need a student identification card to do a lot of things around here. After setting up an Eservices password go online to register for a student ID number. Then you can get your identification card at the University ID Card Office, in the Observatory Hill Dining Hall on McCormick Road. Bring a valid government-issued photo identifi-
cation card with you. Note the expiration date on your new card and make sure to renew it when it expires. (This often happens around the time you return from the field.) Renewals are free, but if you lose your first ID you’ll have to pay a fee to replace it.

- Get your keys to Brooks. The administrative assistant will provide you with keys to the building, including the outer doors and the graduate computer lab. Don’t lose them — you’ll have to pay a fee to get new copies. Also, please turn them in when you graduate or leave the program.

- Brooks is generally open during regular business hours, but you need your keys to get in after hours. You’re allowed to use the building at any time, including nights, weekends and holidays.

- Mailboxes and lockers. Your graduate student mailbox is in the basement of Brooks Hall. Take note of the slot with your name on it and check it regularly. You can use this as a drop-off point for student papers and other official business. Any postal or cam-
pus mail you receive at the department is deposited there. Lockers in the basement area are available first-come, first-serve. If you see an open one, claim it by putting a lock or a tag of some kind on it. Please consider making your locker available to others when you leave for the field, and clean it out when you graduate or leave the program. Some of the lockers are reserved for linguistics M.A. students. If you’re not sure which those are, ask.

- Library carrels. Library carrels are desks in the quiet and secluded stacks of Alder-
man Library and can be an ideal place to study and write in peace. Most carrels have shelves, a draw-
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building communitas

Communitas was a term of special significance to Victor Turner, one of this department’s foremost ancestors. He used it to describe a strong feeling of solidarity and mutual support often developed through ritual. It’s a good term to represent the ideal toward which this department has strived over the years. Building solidarity can come through ephemeral and spontaneous acts, but it also benefits from organized and regular events and activities. This chapter outlines a few that have become more or less institutionalized in the anthropology department.

Graduate student meetings and officers

There’s always one grad meeting at the beginning of the academic year, and others may be convened from time to time to discuss specific business. At the first meeting, usually held the first week of class, the incoming cohort is introduced to other grads and new grad officers are elected. There may also be department or university business to review.

Graduate students in the department do not follow formal bylaws in how they organize and reach consensus on matters of importance, but there are certain historical precedents: Two grads serve as our graduate-faculty representatives, or “grad reps” for short. The grad reps attend all faculty meetings, with the exception of tenure discussions and student evaluations, and report back to their fellow grads about department business. They also cast a single vote at faculty meetings on behalf of their peers in all routine matters, including new hires and program changes (but not tenure evaluations, which are decisions reserved to tenured faculty).

The grad reps also convene graduate student meetings and serve as liaisons to the faculty who convey graduate suggestions, grievances, or ideas. They may also delegate tasks to other graduate students or coordinate department services, like cleaning or refurbishing the computer lab or hosting bagel brunches when outside scholars visit.

Grad reps are chosen from nominees who step forward at the first meeting of the year. They are typically third-years or beyond. Usually we also elect a social chair to organize parties, as well as a graduate council representative, who attends meetings of the Graduate School of Arts and Sciences Council, an official body that represents graduate students in university-wide issues. Those issues include grad student space, health insurance, tuition, taxes and wages. GSAS council also has access to student activity fees that can be used to support student-planned events. The grad council rep should convey information about those funding opportunities and other GSAS-wide activities to the rest of us.

In years past there has been a Graduate Labor Union, and anthropology has contributed representatives to it.

Parties and prospective students

Several parties in particular have become something of a tradition. In the fall semester, second-years throw a dinner and party to welcome the incoming cohort. At the end of the academic year, first-years reciprocate and throw a party congratulating second-years on their passage to pre-candidacy. Third-years and above are generally invited to join in the festivities as well. On the weekend closest to Halloween, Brooks Hall gets ghoulish and ghostly. Grads and faculty alike join in decorating ahead of the party, with a pumpkin carving extravaganza.

Dionisios Kavadias and Carrie Douglass chat at a seminar reception.

Brooks Hall gets ghoulish and ghostly for Halloween. Grads and faculty alike join in decorating ahead of the party, with a pumpkin carving extravaganza.

Graduates in the department are encouraged to help out, either by meeting with prospective grad students, hosting them in their homes, or organizing department-supported dinners.

At the beginning and end of each year, the department chair usually convenes a general get-together, either hosted at the chair’s home or in the Brooks Hall Commons. Everyone is invited to enjoy the food and drink, catch up, meet new students and faculty, or say goodbye to those departing.

Workshops and the departmental speaker series

Each year the department hosts a speaker series (colloquium) that is planned and organized by graduate students who work with a faculty advisor. We invite scholars from around the world, plus one or two from within the university, to give talks on their ongoing research, followed by vigorous questions from faculty and graduate students.

The series is generally held on Friday afternoons throughout the fall and spring semesters, with a reception and catered hors-d’oeuvres to follow. First- through third-year students are required to attend, as part of the course credit they receive for enrolling in ANTH 9050. Sitting through the talks is itself something of a rite of passage. But the truth is the talks can be riveting, and they offer an opportunity to see how scholarship takes place in public and to hear what some of the brightest minds in the discipline are up to.

In cases where an invited scholar’s interests dovetail with your own, you may ask or be invited to meet further with the visitor, informally or as part of a department dinner with faculty.

Sub-disciplines also host internal workshops in which department faculty and advanced graduate students are invited to present their research. These workshops are informal, usually held around a table filled with snacks. While each series is geared toward one of the subfields, all faculty and grads are encouraged to attend. Offering to present material is a good way to flex your thinking after you’ve gotten back from the field.

Other workshops to look out for include the departmental teaching workshop series, IRB and ethics workshops, and UVA professional development seminars. You should also attend the Third Year Symposium, especially if you’re in your first or second year, to get a sense of where things are headed. See the coursework chapter for more on that event. Many of these workshop events are folded into the Graduate Advising Seminar that all coursework students register for.
getting the most out of grad school

Like any job, the most important things you learn about graduate school you learn by experience. But it helps to have a set of tools to get you going. This chapter includes general advice on getting the most out of grad school. Much of it will seem obvious or intuitive, but the good habits suggested here are easily forgotten when you’re facing the pressures of multiple deadlines, grading, and other duties all at once. If you feel stymied or overwhelmed, come back to these notes and refocus. Talk to other grads and the faculty members with whom you’re close. You’ll be OK.

Prioritize
Not all your tasks are of equal importance. Sometimes it’s tempting to push off the really important stuff while you deal with the little things that pile up and perhaps seem more essential than they are. Categorize your responsibilities into long-, medium-, and short-term items and set aside regular hours to handle the major stuff, such as writing your critical essays or applying for fieldwork funding. Be careful not to let immediate tasks like responding to emails or grading papers take over your life. Allowing that to happen might be a sign that you’re putting something important off because you’re anxious about it. Break down large projects into smaller, manageable tasks so they don’t seem so daunting.

For example, if you’re working on a grant application, write the intro today, get to the methods section and the budget on Thursday and Friday. But don’t take on too much at once. Often it’s more efficient to stay focused on one or two key jobs at a time, then move on to the next task in order of priority.

Get organized
It might help to block your time on a weekly and monthly basis. Draw a schedule out in a notebook, on a whiteboard or on your computer, so you can see in a nutshell your various obligations — reading for courses, attending class, holding office hours, planning for sections, etc.

Find a regular workspace and make it sacred. This is a place where you can get in the zone and not be unduly distracted. It should be comfortable and you should be able to keep the things you need, like books, notes, papers and files close at hand. Figure out a system of organization that works for you.

You should especially consider using bibliographic software like Zotero, Endnotes or RefWorks and begin organizing your citations as soon as you start grad school, if you haven’t done this already. These programs allow you to store reading notes, tag your sources and keep electronic copies of articles all in one place. They have features that work with most word processing applications, so you can build bibliographies for your papers at the snap of a finger. There may be some startup costs involved, but trust us it’s worth it.

Keep your computer files and email in some kind of logical order that works for you, and consider using UVA’s home directory system. Take time at the end of each semester to put printed material, your papers and written notes in a sensible order. The less clutter you accumulate over time the easier it will be to stay sane. And doing these things will save you a lot of trouble in the long run.

Don’t plagiarize
Plagiarism is a serious offense that can lead to dismissal from the graduate program. To plagiarize means “‘to steal and pass off (the ideas or words of another) as one’s own: use (another’s production) without crediting the source,’” “to commit literary theft: present as new and original an idea or product derived from an existing source” (Merriam-Webster online dictionary, https://www.merriam-webster.com/dictionary/plagiarizing, accessed May 2, 2017). According to Merriam-Webster, the word comes from the Latin plagiarus, meaning “kidnapper.” You will find that the wider community of scholars places a high value on intellectual honesty and, like the department, has little tolerance for the “kidnappers” of other people’s words.

Find an organizational style that works for you.

Be flexible
Not everything will go as planned and when it doesn’t you have to roll with the punches. You should be willing, especially, to be provisional in your choice of research topic. You might have been accepted on the basis of a beautifully designed and articulated project — but this was because it was beautifully designed and articulated, not because anyone actually thought you would pull it off in exactly that way.

As you move through your coursework and visit your field site for the first time, stay open to new theoretical angles or to reworking your questions. Stay focused, but challenge yourself to find new paths within your project. This “focused openness” is a balancing act through all phases of grad school: coursework, fieldwork, and write-up.

Listen to your advisers and be open to their suggestions. At the same time, don’t be afraid to put forth your own ideas and be persistent with your committee about the topics that matter to you. Your dissertation is ultimately your project, and in the end you are the one who has to be happy with its direction. Your conversations with committee members should have the aspect of a healthy dialogue. One-way communication in either direction is a problem you should deal with before it blows up.

A page a day keeps your therapist away
Writer’s block doesn’t exist. You either write, or you don’t.

This sounds trite, but the way you start writing is by writing. Make it a daily habit. Choose the time that works best for you. Two to four hours is plenty. Eliminate every single distraction, including your own tendency to edit as you write. Whether you’re working on a course paper or your dissertation, what comes through your fingers at first doesn’t need to be perfectly on topic. Writing is thinking, and once you get a nice flow going, your thinking will get clearer and fresher. If you get stuck on a word, sentence or paragraph, force yourself to muddle through it, leaving breaks to flesh out later.

Be willing to set down ideas in the raw that will need further refinement at a different time, one that’s blocked off for rereading and revising. Brainstorm, read your sentences aloud and consult style guides, a good thesaurus or dictionary, etc., as needed.

When reading the work of other writers, take note of the stylistic and structural qualities that work for you, and those that don’t. Think about how they write, not just what they write.

Most important, have others read and comment on your work — friends, colleagues, faculty. With the feedback of others your writing will thrive. Without it, your writing can stagnate.

If you find yourself really stuck, in your writing or any other issue, talk to others about it and ask for their advice. Grad school may seem isolating at times, but lots of people around you are going through or have gone through similar stresses. Reach out to friends and colleagues whom you trust and respect and listen to how they’ve dealt with their own challenges. If you ignore your problems — professional or personal — they will only deepen and get harder to fix.

Take a break; you need it
Don’t forget to rest, relax and take care of your relationships. Get a drink or coffee with your peers, make new friends, cook dinner with your partner, take a nap. Go for a quiet walk, go camping, biking, running or to the theater — do whatever kinds of activities help release stress and inspire creative thinking.

Central Virginia is a beautiful place. You should take time to explore the surroundings while you’re here. Whatever you do, make time for fun in your life, or you may burn out.

And finally, good luck!
GSAS forms you may need to file and where to find them
At various points as you move through the program, there are forms you will have to file with the graduate school (GSAS). The office staff and the DGS can help you figure out which forms you need to file when, but ultimately you are responsible for meeting filing deadlines and keeping on top of this process. Most of these forms are available on the Graduate Registrar’s website: http://graduate.as.virginia.edu/registration-procedures.

Alderman Library
The main library at UVA.
You won’t miss the vibrant cafe in the lobby. The fourth-floor Scholars’ Lab has an airy study space and powerful computing equipment. The third floor has a small study lounge for graduate students only. The second floor has a public reading room that’s quiet and cozy, with subdued lighting. Carrels are in the stacks.
The university’s library system is centralized online and offers access to a range of scholarly databases and robust search engines. If you have trouble finding anything, or you want to request books or other materials for purchase, contact the university’s anthropology librarian.

Brooks Hall
Our home.
Faculty have offices throughout the building. Brooks Commons is open to the public and is the site of many department receptions and gatherings. Archaeologists have lab space in the basement. Grad students shared office space while they are writing as long as space permits.
The building has two research archives. There’s a linguistics library in the second-floor conference room. The general anthropology library is on the third floor at the end of the hallway. (The Kevin Barry Purdue Archive of Traditional Culture has moved to UVA’s Special Collections.)
Off the second-floor conference room there’s a small kitchen you can use. Off the third-floor library, there’s a small study room with a microwave and a few cabinets.
Grad students have access to a computer lab and office in the basement, next to the grad lockers and mail slots. The outer room of the grad lab has more computers and tends to be where a lot of socializing takes place. The inner room has more desk space and tends to be quieter. This part can be scheduled for TA office hours. Also, when space is available, faculty offices may be allocated to grad students who are in the write-up stage.
Brooks Hall was once a museum of natural history. Jeff Hantman has documented the building’s history and lore for the department. You can read more about it on the department’s website.

Center for Teaching Excellence
In Hotel D on the East Range, a short walk from Brooks.
The CTE offers services, workshops, and resource materials to enhance teaching and professional development among faculty and graduate students. Trained consultants who are also faculty and grad students with lots of classroom experience offer free advice and feedback on your teaching. See more on the Center’s website and in the chapter on teaching in this handbook.

Graduate Career Development Services
This office provides a range of services and resources for life beyond graduation, whether you pursue an academic career, explore other options, or are unsure about your career objectives. Office staff offer workshops, web and print resources, and advising to help you identify, plan and pursue rewarding work with your M.A. or Ph.D.

Area programs at UVa
These are interdisciplinary centers, each with a specific with regional or topical focus:
- Carter G. Woodson Institute for African American & African Studies
- Center for Russian, East European, and Eurasian Studies
- Contemplative Sciences Center
- East Asia Center
- Middle East Studies Program
- South Asia Center
- Tibet Center
- Women, Gender & Sexuality

Student finances and employment
For loans or billing and account information, contact Student Financial Services. You can drop in at 1001 N. Emmet Street, across from the Barracks Road Shopping Center, or call (434) 982-6000.
For questions about wages, paystubs or employment issues, contact UVA Human Resources. It’s at 914 Emmet Street, next to Student Financial Services. Or you can call (434) 982-0123.
For both offices, you can find forms and other information online.

Other UVA programs and services
A simple web search should take you directly to the homepage of any of these other university resources:
- Amalgam (graduate research journal)
- Cavalier Computers (discounted service, machines and software)
- Center for American English Language and Culture (ESL)
- Center for Global Health
- Center for Regional Environmental Study
- Child Development Centers (child care for infants and toddlers)
- Elson Student Health Center
- Graduate School of Arts & Sciences
- Graduate Student Council
- Housing and Residence Life (graduate housing options)
- International Studies Office
- Intramural-Recreational Sports (for gyms and intramural athletics)
- Institute for Advanced Studies in Culture
- Institute for Global Policy Research
- Kluge-Ruhe Aboriginal Art Collection
- Lesbian-Gay-Bisexual-Transgender Resource Center
- Miller Center of Public Affairs
- Office of African-American Affairs
- Office of the Vice-President for Research and Graduate Studies
- Summer Language Institute
- University ID Card Office
- University Registrar
- UVa Bookstore
- Virginia Foundation for the Humanities

The information contained in this handbook is for informational purposes only. The Undergraduate Record and Graduate Record represent the official repository for academic program requirements. These publications may be found at www.virginia.edu/registrar/catalog/ugrad.html or www.virginia.edu/registrar/catalog/grad.html.