

HANDBOOK FOR PHD STUDENTS
ARCHAEOLOGY

DEPARTMENT OF ANTHROPOLOGY
COLUMBIA UNIVERSITY

INTRODUCTION

Welcome to the Columbia University Department of Anthropology. We hope that all our students have an enjoyable and generative time while here at Columbia, and get the most out of the incredible resources and opportunities on campus and in the city. The Anthropology faculty and administrative staff are here to support you as you go through the program. This handbook is intended to help you navigate through the years of study and research that will lead to a PhD degree in anthropology. We hope that the outlining of procedures and defining of terms will help you in planning your studies. Our handbook focuses largely on the policies and procedures of the Department, with some additional information on wider campus opportunities and resources. Please let the DGS know if there are elements of this handbook that are unclear to you, or questions that it does not answer.

For more information about the Graduate School of Arts and Sciences (GSAS) regulations and procedures you should regularly refer to its official website. Please note that GSAS does not consider ignorance about its policies as grounds to exempt you from them:

<http://gsas.columbia.edu/>

The PhD in our Department typically requires 3 years of coursework. Coursework during the third year progresses at a slightly less intensive pace in order to accommodate Admission to Candidacy Exams (ACEs), prospectus writing, and grant submissions. The third year is followed by 1-2 years of dissertation research and 1-2 years of dissertation write-up. The expected time frame for completion is 7 years, but circumstances vary, particularly when fieldwork comes into the picture. For more on the timeline to completion and, in particular, the GSAS seven-year rule, please see “Seven-Year Rule,” below.

A student's first year is arranged in consultation with the Director of Graduate Studies (DGS) and an assigned faculty mentor in archaeology (usually a member of the Graduate Studies Committee). By the end of the first semester of the second year, each student chooses an Advisor and two additional faculty members to form a committee (see also: “Advising,” below). Student progress is reviewed annually by the entire departmental faculty, and each student receives an end-of-year letter assessing academic progress and including suggestions for the coming year. The Department expects students to maintain at least an A-average and to complete all course work and other requirements for candidacy for the PhD (culminating in the MPhil) in three years. Please note that while the GSAS requirement is four years, the Department's requirement is three. If a student's MPhil is not complete by the end of the third year (without faculty permission), the student will not be in good academic standing (see also: “Good Academic Standing,” below).

Please make yourself at home in and help maintain the Anthropology Department Lounge and the graduate student lounge and workspace which hold the Sheldon Scheps departmental library, designed for your use. Other departmental facilities that can be booked or used by graduate students include the Sheldon Scheps seminar room, the TA advising room, and others.

The archaeology students also have access to the lab on the 9th floor (storage and processing space for materials can be arranged in consultation with faculty), and also to the Center for Archaeology computer room, also on the 9th floor. The administrative staff in Anthropology or the Center for Archaeology can give you a key to the computer room. The computers have QGIS, FileMaker and Adobe Suite software installed. If anything is missing or you would like to make a request for additional software please contact the Director of the CCA (currently Lisa Trever). Access to the 8th floor lab is only for students with active materials research projects. Swipe access must be arranged

with Prof Crossland or Chazin along with the necessary health and safety training. The CCA seminar room (951) can also be used by archaeology students and booked for student events. More information can be provided by the departmental administrative staff in 452 Schermerhorn Extension or Tiffany Pinnock in the CCA.

Communication & Timelines

Students with general questions about the course of their doctoral study and various requirements are expected first to consult the Department and [GSAS Handbooks](#) to grasp relevant policies. As much as other students may be a valuable source of information, it is always best to check official policy and not rely on hearsay from your peers. If questions remain, please take them to Marilyn Astwood, who will bring them to the DGS if they cannot be resolved.

Please note that it is the responsibility of students alone to keep track of deadlines for scheduling exams, defenses, applying for degrees, applying for summer funding etc. It is also your responsibility to keep track of communications from GSAS. The Department will send updates and reminders, but this is no substitute for staying on top of your timelines. Most importantly, GSAS requires particular kinds of paperwork at different stages in the graduate program, as outlined below. Please make sure to keep on top of these requirements and to let your Advisor and/or the DGS (as appropriate) know when you have submitted materials to GSAS.

Maintaining good academic standing

Doctoral students must maintain good *academic standing* in the degree program, good *administrative standing* in the Graduate School, and continued good *progress toward the degree* each semester. Students who do not maintain good academic standing may have their stipends withheld or registration suspended until requirements are fulfilled. In extreme cases of unsatisfactory progress, a student may be asked to leave the program.

The department and GSAS set out the following criteria for maintaining good academic standing. More information may be found in this handbook and in the GSAS [Policy Handbook](#)

- The department expects students to maintain a GPA of A- or above. Please note that B range grades are cause for concern and should be discussed with the DGS.
- All students are expected to attend the Wednesday Boas seminar when they are in residence
- Students should have no more than one Incomplete at any given time
- Students are expected to remain in continuous registration
- Ensure you are making consistent academic progress at a rate that will allow you to complete the PhD within seven calendar years. Students who receive credit for an MA completed elsewhere must complete the PhD within six years.
- Maintain consistent communication with the Director of Graduate Studies, your advisor, and GSAS
- Fulfil pedagogical requirements and responsibilities as outlined in this handbook and by GSAS
- Hold Dissertation Progress Meetings regularly with your dissertation advisor and at least one other member of the dissertation committee (beginning in the semester after the prospectus defense)
- All dissertation writers should participate in the weekly Scheps writing seminar and present on their dissertation once each year

Satisfactory progress is assessed annually by the Department faculty on the basis of academic performance, including the timely completion of all language examinations and all certifying and comprehensive examinations and thesis requirements, grades, and performance in teaching.

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STRUCTURE OF THE PHD

This is the structure of a typical student’s PhD career. The program requires students enroll in 9 courses *within* the Department, all of which must be taken for a letter grade (i.e. not pass/fail or R). Independent studies do not count as courses.

First year

Fall semester

- Three graduate seminars including *Intellectual History of Archaeology* (if available; taught in conjunction with the New York Consortium) †
- Language training *
- No requirement for teaching (TF)
- Apply for pre-field fellowship if eligible (i.e. NSF Graduate Research Fellowship, SSHRC Doctoral Fellowship)
- Temporary faculty mentor appointed

†Archaeology students must also take at least one semester of the two-semester sociocultural theory course: Questions in Anthropological Theory I and II. We recommend taking this in your first semester.

Spring semester

- Three graduate seminars including *Contemporary Topics in Archaeological Theory* (if available; taught in conjunction with the New York Consortium)
- Language training*
- No TF

Summer

- Students travel to potential field sites to narrow down their research topic and/or pursue language training

Archaeology students in their first year have been granted an exemption to the prohibition on taking courses outside of Columbia's Department of Anthropology. Archaeology students are expected to take the 2-course sequence in archaeological theory, which rotates among different members of the [Inter-University Doctoral Consortium](#) (NYU, CUNY, Columbia). You will be notified at the beginning of the academic year as to where and when the two-semester graduate archaeology sequence (intellectual history/contemporary topics) will be taught within the Consortium. You may take up to **one** additional archaeology course from Anthropology departments in the Consortium in your first year, but this must be arranged beforehand in consultation with the DGS and/or archaeology advisor.

* Please note that while GSAS requires that students demonstrate proficiency in one language besides English, the Department requires training in a language specific to students' anthropological research. Students pursuing language training relevant to field research should begin in their first semester. As language course(s) do not count as graduate seminars, students should bear these courses in mind when considering course load.

Students planning to conduct primary research that involves human subjects should submit their proposals to [IRB Human Subjects Review](#).

The Stigler Award is also available for archaeology students who wish to secure a small amount of pilot funding, usually used in the summer of the first or second year. For more information, see below.

Second year

Second year archaeology students may take up to two archaeology courses per semester outside of Columbia Anthropology department, as long as they are in one of the Anthropology departments of members of the [Inter-University Doctoral Consortium](#). These and other outside courses should be cleared first with the DUS/Archaeology adviser.

Fall semester

- 2-3 Graduate seminars
- Language training*
- TF
- Apply for pre-field fellowship if eligible (i.e. NSF Graduate Research Fellowship, SSHRC Doctoral Fellowship)
- Students form their advisory committee by the end of the semester

Spring semester

- 2-3 Graduate seminars
- Compulsory grant writing seminar-- "Second Year Doctoral Proposal Seminar"†
- Language training*
- TF
- Students prepare their preliminary exam lists by the end of the semester

† Prof Terry D’Altroy runs a grant writing seminar for archaeology students. This can be substituted for the departmental grant writing seminar with permission from the DGS/Archaeology advisor.

Summer

- Students travel to potential field sites to narrow down their research topic and make arrangements for future fieldwork (consult relevant collections/archives, run a small pilot study, arrange permissions), and/or pursue language training.

At the end of the fall semester students form a dissertation committee comprised of a Doctoral Dissertation Advisor (also called “sponsor”), and two other advisors selected from within the department. Before the end of the fall semester, the committee must meet formally. During the spring semester, students prepare a preliminary draft of lists for their qualifying exams in discussion with their dissertation committee.

Students undertaking language training must pass their language proficiency exam by the end of their second year.

Except in very unusual circumstances (e.g. outside funding that stipulates students need not serve), students in their second-year work as Teaching Fellows, supporting teaching in undergraduate classes. This is an integral part of student intellectual and professional development.

Any student planning to conduct primary research involving human subjects should submit their proposal for IRB Human Subjects Review. This is not normally required for archaeology students unless they are collecting oral histories or conducting ethnoarchaeological research. If in doubt reach out to your advisors and/or the IRB for advice.

Third year

Fall semester:

- Apply for field research grants.
- 1 graduate seminar (often for R credit)
- Finalize exam lists
- TF

Spring semester

- Prepare, take, and defend qualifying exams
- Prepare, circulate, and defend dissertation proposal
- 1 graduate seminar (often for R credit)
- TF

The fall semester is dominated by grant application and the finalizing of exam lists. Please note, students are expected to apply for at least two major external grants (NSF, Wenner-Gren, etc) to support field research, and encouraged to apply for any grant for which they are eligible even if it is more modest. Archaeology students commonly apply for both Wenner Gren and NSF funding. A collection of past successful grant proposals can be found in the CCA computer room.

Students’ exams are scheduled for the week before spring break, with the oral defense scheduled no later than the first week in April. Students submit their dissertation proposals by early April and defend the proposal by the end of the spring semester. Students must complete all other requirements for the M.Phil (language training, requisite amount of coursework). Additionally, students must complete the IRB Human Subjects Review if necessary for their research.

Although GSAS mandates that all requirements for the MPhil be completed by the end of the *fourth* year, please note that the Department of Anthropology requires that all requirements for the MPhil be completed by the end of the *third* year. The Department has this requirement because of the special demands our students face in undertaking fieldwork: students need to begin their fieldwork in the 4th year, in order to leave enough time to complete their dissertations by the end of the 7th year.

Fourth Year

- Field research

During this year, students should also apply for dissertation write-up grants if they expect to be writing already in year five.

Archaeology students may also choose to conduct fieldwork over consecutive summers in their 3rd, 4th and (less commonly) 5th year rather than taking a full year away.

Fifth Year

For some students, continue field research.

Fall semester

- Meet with dissertation committee, submit timetable for writing-up.
- Take dissertation writing practicum seminar
- Dissertation writing commences
- Submit internal or external dissertation write-up grant applications if eligible.
- TF or DF

Spring semester

- Dissertation writing
- Practicum
- TF or DF

Students are required to meet with their committees within 1 month of returning from the field. During this meeting, students provide a brief summary of their completed research and prepare a timetable for dissertation completion to be filed with the department

Students in their fifth year may choose either a Dissertation Fellowship (DF) or a Teaching Fellowship (TF) for their funding. A DF does not require teaching; a TF does. Students should also apply for any internal or external write-up grants for which they are eligible.

Sixth Year

- Dissertation writing
- Present advanced chapter in the Scheps Dissertation Workshop
- TF or DF
- apply for dissertation write-up funding as eligible.

Seventh Year

- Dissertation writing
- Present advanced chapter in the Dissertation Workshop
- Apply for jobs and postdocs
- TF or DF
- Complete, distribute, defend, and deposit their dissertation.

Summer Funding

In their first years, students are strongly encouraged to investigate possible dissertation topics by travelling for preparatory research or language training to potential field sites. A small departmental fund exists to offset the cost of summer research; first- through fourth-year students are eligible for up to \$1500 in research funding and fifth- through eighth-year students are eligible for up to \$1000. This is in addition to summer funding available from GSAS. We also encourage students to apply for other summer funds from within the University as appropriate to their area and project (see below). Please note, to be eligible for summer research funds from the Department into years six, seven, and eight, students need to demonstrate evidence of progress toward completing their dissertation and circulating its emerging findings, for instance, by participating in/ or organizing workshops, panels etc.

COURSE REQUIREMENTS

In order to qualify for the MPhil, which is intended to be granted at the end of the third year in residence (and at the end of all course requirements, Advanced Certifying Examinations/Admission to Candidacy Examinations, and completion of the dissertation prospectus), students must successfully complete at least nine departmental courses for credited letter grades. These courses must be regular courses; Independent Study courses do not count as one of these nine academic departmental for credited letter grades. Of these nine courses, three are compulsory: Questions I and II taken during the first year, and the doctoral proposal writing seminar, taken during the second year. Please note that while these nine courses are required, they are not the *only* courses students are expected to take. Students must take courses every semester they are in residence before their MPhil is completed. A standard load is 3 courses—excluding language courses—per semester the first year; 2-3 per semester the second year; and 1-2 each semester during the third year (these courses are often taken for R credit), the year when students prepare for their examinations and prospectus defense. Students take a wide array of courses, both within and without the department, both for letter grades and for R credit (see below).

Beyond this basic requirement of nine departmental courses for a letter grade, students may take other departmental offerings and courses outside the Department and outside the University, via the NYU, New School and CUNY Consortium, or by other arrangements. Independent study courses (9000 level) may be taken with the agreement of individual faculty members and are often part of the preparation for the ACEs. One or two courses in any division of the University also may be audited per term, with instructor approval. Approval for audit must be sought at the Office of Academic Records and Registration, 205 Kent Hall. An audited course will not appear on the student's record and it is not possible to turn an audited course into a credit course after the fact. A course also may be taken for "R" credit (registered for the course, no qualitative grade assigned), as long as the student makes this request to the professor early in the term. There is an official form that the professor must sign to allow students to take a course for R credit; once this form is signed, a letter grade cannot be assigned (conversely, if the form is not signed and submitted, a letter grade must as assigned). "R" credit cannot be awarded after the fact to resolve incompletes in courses

taken for letter-grade credit. A pattern of incomplete work in courses on a student's academic record will be a cause for faculty concern and possible dismissal from the program. Please note: In all cases, incompletes must be resolved within six months of their assignment, or the incomplete will automatically convert to a permanent "F" grade; this is a firm rule of the Graduate School of Arts and Sciences.

Again, three courses per semester is a standard load and is required for all first-year students in order to earn the M.A. degree by the end of the first year (and, again, language courses are in addition to these three courses). Only in exceptional circumstances would a student be allowed to take fewer than three graduate courses the first year, and then only in consultation with the DGS. First-year students must consult with the DGS at the beginning of both semesters in order to have their course selections approved. First-year students will have a meeting with other members of the Graduate Studies Committee at the end of the first year to discuss their progress and their plans. In addition, second-year students will meet with the DGS at the beginning of the fall and spring semester of the second year to have their course selections approved. Students must form their dissertation committees prior to the end of the first semester of their second year. After their committees are formed, students should seek the advice of their committee members; they should obtain specific approval each semester from their Advisor.

Required Coursework:

Questions in Anthropological Theory I or II

Archaeology students are required to take one semester of the introductory two-semester core course, offered every year. The course is designed to acquaint students with disciplinary history, debates, and texts. This sequence is limited to Ph.D. students in our department and counts as two courses toward the 9 required departmental academic courses.

Intellectual History of Archaeology/Contemporary Topics in Archaeology

This two-semester course circulates among the Doctoral Consortium. It is required for all first-year archaeology students in the Consortium. Occasionally only one class is available in the first year. If this is the case, the second class will be taught the following year and students are expected to take it then.

Wednesday Boas seminar (1 credit course)

All students and faculty are expected to attend the Departmental Boas seminar (held regularly on Wednesday afternoons) when they are available to do so. However, students in years 1 through 3 are required to register for a one-credit course associated with the Wednesday seminar. The department also invites our speakers to meet more informally with graduate students as a group. Sometimes an article or chapter by the speaker is circulated in advance, other times the conversation is less structured. This is a valuable opportunity to meet prominent scholars, and to build your network. Make sure to take advantage of it and to respect the time and effort the speaker has made to come to campus to meet and talk with us about their research.

Proposal Writing Course*

A required proposal writing course will be taught each spring. Students must have completed this course by the end of their second year. This course counts toward the 9 required departmental academic courses.

*If offered, Prof D'Altroy's proposal writing course for archaeologists may be substituted for this course

Language Requirement

The department requires proficiency in one language other than English for graduate students in archaeology. This proficiency may be demonstrated by course work at an upper intermediate level (taken for a grade) or an equivalent examination. Please see the language departments on campus to learn if an exam already exists for the language you wish to demonstrate proficiency in.

The Department is committed to the fundamental importance of language skills for anthropological research, whether for gaining access to secondary literatures in a foreign language, to utilize works in other intellectual traditions, or in primary research. Evidence of appropriate language training is now required by granting agencies, and advanced language skills are a requisite for making contributions in many fields of anthropological inquiry. Language training should be considered central to a student's program of graduate training. Language courses are not generally calculated as part of the regular course load, and they do not satisfy the Graduate School of Arts and Sciences requirements for graded courses.

First- and second-year students should seek the advice of the DGS about gaining advanced proficiency in a principal research language so as to satisfy the departmental requirement. Thereafter, committee members should be consulted. Students must pass their language requirement exam prior to their proposal defense, and students are responsible for organizing their language requirement exam in a timely manner so this can be completed by the time of the proposal defense. All requirements for the MPhil are usually fulfilled at this time (see below).

REGISTRATION AND FINANCIAL MATTERS

The GSAS PhD fellowship lasts for six years and funding for the ordinary anthropology trajectory is structured thusly:

- Year 1: Dean's Fellowship (no teaching requirement)
- Year 2: Teaching Fellowship (TF)
- Year 3: TF
- Year 4: External/Competitive Funding (for field or laboratory research)
- Year 5: Continued research and/ or TF
- Year 6: Dissertation Fellowship (DF); no teaching requirement. NOTE: Students may take their DF in year 5 and their TF in year 6 should they choose.
- Year 7: eligible for TF

Students who have completed their 6 Year GSAS fellowship but are within the 7 year rule may apply for an incremental teaching fellowship from GSAS if Department undergraduate enrollments allow for this in Year 7. This funding is not guaranteed and cannot be assessed until enrollments are known at the beginning of the semester. For this reason, students who have run down their GSAS Fellowship by the end of Year 6 are strongly encouraged to apply for external write-up fellowships during Year 6. Students beyond their GSAS Fellowship sometimes also serve as teaching assistants at Barnard College. Such an assignment though is not arranged through GSAS, and thus does not carry the same salary and benefits attached to GSAS teaching fellowships.

GSAS Fellowship Banking with External Awards

If you are awarded an external fellowship, you may be eligible to “bank” your remaining GSAS funding so that you may use it at a later date. Note though that GSAS does not allow fellowship banking if you receive a Columbia internal award. For the purposes of this rule, the Department’s Fieldwork Research Grant counts as an *external* award. No student may hold GSAS funding beyond Year 7 of the program, even if they have garnered multiple external awards. Please see the GSAS Handbook to learn more about the “top-off” and teaching release options while holding external awards. <https://www.gsas.columbia.edu/content/external-fellowship-policy>

Terminology

The following special terminology is used at Columbia:

Resident Unit and Other Enrollment Categories: RU, ER, M&F

It is your responsibility to register for each semester of your time while at Columbia. Please consult the Graduate Student Handbook to learn about the different registration categories here:

<https://www.gsas.columbia.edu/content/residence-unit-and-other-enrollment-categories>

If you are still confused by the process, please consult the Department Office for assistance.

- Year 1-3: RU
- Fieldwork Year(s): GSAS shares your M&F fees with the Department if you receive an external or competitive department grant. If you receive GSAS Travel Fellowship to fund your field research, GSAS will pay your M&F fees.
- Years 6 & 7: Please consult GSAS Handbook to learn if you should register for M&F or ER. This will depend on whether or not you are on a teaching fellowship and/ or whether or not you are taking a course.

Residence Unit

A tuition-based unit. One residence unit is equated with one full-time semester. Admission to candidacy and receipt of the MPhil degree requires six residence units (four or five with Advanced Standing). All Ph.D. students must register full time during the coursework phase of their studies; that means one residence unit per semester.

Extended Residence

A reduced tuition category for students finished with required coursework but requiring on-campus services. You will, for example, be required to be registered for extended residence when you receive your M.Phil. degree, if the degree was not conferred when you earned your sixth residence unit (your sixth semester in residence). Students in extended residence may take classes for credit. Advanced students register for ER also when they hold a university teaching or research appointment.

Matriculation and Facilities

Students undertaking fieldwork or writing their dissertation especially need to understand how registration and related fees work. M&F “Matriculation and facilities” is a reduced tuition category covering health insurance and compulsory facilities fees for students requiring only reduced on-campus services. You cannot take classes for credit if you are registered for M&F. Students

engaged in fieldwork or on a dissertation fellowship maintain continuous registration requirements via registration for M&F.

Each year you are enrolled and *until you receive your PhD* you are responsible for paying compulsory facilities fees and Health and Insurance fees. If you are on a TF or DF these fees are paid for you by GSAS. GSAS will share M&F fees with the Department for students who receive an external award for fieldwork or dissertation writing if they are within their GSAS Fellowship. For students beyond 7 Years, GSAS will cover the M&F fees *if* the student has an external award that requires GSAS to pay these fees. You will need to be in touch with the granting agency to determine if it requires GSAS to do this.

If a student engaged in field research seeks to stay for a semester beyond the term of their fellowship, the student should first contact the funding organization to obtain an extension to the grant period. If successful, the student's M&F will be shared by GSAS and the Department.

The Department will pay M&F fees for students in their semester of distribution. Registration after the semester of distribution is not required.

Health & Insurance Fees

These refer to compulsory fees for health insurance and access to Medical Services on campus. They can be waived if a student has proof of other Health Insurance.

Points

Credits. Please note that registration always has a dual dimension. You must register for BOTH the residency unit (i.e., for a particular tuition status) and for courses in each semester.

DAAF

Director of Academic Administration and Finance – our departmental administrator, currently Jeanne Roche

Sponsor / Doctoral Dissertation Advisor

A student's primary advisor on his/her dissertation committee.

Transfer credit

Students entering the program with a Master's Degree or some graduate work from another university may be eligible to have some courses from the other degree recognized in fulfillment of requirements. This does not have any bearing on overall fellowship monies or on eligibility for summer funding. To determine which of your prior studies may be granted credit, you must consult with the DGS and show evidence of the course content (syllabi and assignments) and official transcripts indicating your grades for the course. Typically, only coursework that did *not* count towards completion of the other degree (i.e. taken over and above the minimum required for graduation) can be counted for transfer credit.

M.A. Degree

Students in the Ph.D. program who will have successfully completed one year's residency by taking two residence units and earning at least 30 credits (10 courses, typically) with letter grades and at least an A- average by the end of a given semester are eligible to receive the Master of Arts degree. In order to receive this degree, students should apply during the semester in which the 30 credits/2 residence units will be complete. To do so, students must submit an application form, available on our website or from Marilyn Astwood. Degrees are awarded three times a year—in October,

February, and May—and each degree conferral date has a corresponding application deadline. The Department's Graduate Program Assistant (currently Marilyn Astwood) will send a reminder; students should consult with her if you have any questions. Students who already have an MA from Columbia or an MA in anthropology from another university are not eligible for this degree en route to the doctorate if they applied for advanced standing.

TA/TEACHING FELLOWS

The Department regards teaching experience as a graduate student Teaching Fellow as an integral part of the intellectual training of Ph.D. students in anthropology as well as a professional training in pedagogy that is essential for obtaining future academic positions. GSAS has developed a specialized teaching program involving workshops and online resources to enhance this aspect of graduate training. See their online teaching resources at: <https://www.gsas.columbia.edu/content/teaching>.

The [Center for Teaching and Learning's website](#) provides a wealth of pedagogical resources for graduate students, and its office offers consultations and hosts a special program of fellows on a competitive basis, for more comprehensive exposure to new pedagogical methods and opportunities.

In a 6-year GSAS funding package, Teaching Fellowships are held in the second and third years and in two of the final years in the program (after returning from dissertation field research). A student is thus meant to have no teaching responsibilities during the first year of GSAS support and during two post-field semesters in the current 6-year fellowship. Unless students have Advanced Standing or outside fellowships which relieve them of the necessity to be teaching fellows, all PhD students in our department, then, will be Teaching Fellows for four years (and GSAS and the department require all students, even those with outside funding, to serve as Teaching Fellows for at least two semesters). It is sometimes but not necessarily the case that students will work as TFs once their GSAS six year fellowship has expired as those "incremental" fellowships are contingent on enrollment; it is not guaranteed but permitted so long as students are within seven years of entry into the Program.

Students who are entirely funded with grants and fellowships from outside of the University (i.e., who are not on a GSAS fellowship or a top-up basis with partial funding from outside) funding must complete a minimum of one year of teaching, as part of their preparation and training for the doctorate. No doctoral students are completely exempted from teaching.

Other paid teaching and mentoring opportunities include work as a Core Curriculum instructor (to be applied for during the fourth or fifth year, and potentially in addition to GSAS support), occasional teaching fellows in other departments (e.g., MESAAS) or programs (e.g., IRWAG, CSER), teaching in the Columbia Summer Session, developing and teaching your own course through the Teaching Scholars program, the Kluge Fellowship and posts at other universities or colleges (e.g., Barnard).

Expectations

Expectations for your work as TA will vary according to the faculty member you are working with. Faculty members may have specific expectations around TA responsibilities, pedagogical methods, and section content. Do not assume that these will be consistent across courses or faculty members. It is therefore important that you ask your faculty course leader to share their expectations or policies for section (participation, content and activities), email, office hours, and grading at the start of semester.

Similarly, remember to establish clear policies and expectations with your undergraduate students in regard to participation in section, assignment submission, and grading.

Please note that TAs should not send around communications to the whole course via Courseworks or other email lists unless previously agreed with the faculty member. Equally, TAs should not replace or supplement required course readings with alternate readings without clearing them in advance with the faculty course leader.

You may notice that a student in your section is struggling or in distress in some way. If this is the case, consult promptly with your faculty course leader who can decide the best course of action and help connect the student with support.

Student Union

Doctoral students serving as teaching fellows are represented by UAW Local 2710. Please be advised that matters of your contract are best taken up with your Union and relevant officials at GSAS.

RESEARCH AND FUNDING

Summer Research Support

Your GSAS fellowship provides you with an annual stipend for summer research for five summers. Supplementary funds are available from the Department. These can be used for summer preparatory research, language study, or travel to conferences. In their first years, students are strongly encouraged to investigate possible dissertation topics by travelling for preparatory research or language training to potential field sites. (For more information on the Department's language requirement, please refer to p. 8 of the handbook.) A small departmental fund exists to offset the cost of summer research: first- through fourth-year students are eligible for up to \$1500 in research funding and fifth- through eighth-year students are eligible for up to \$1000. The amount of summer money may vary yearly according to the funding package put together by GSAS. This is in addition to summer funding available from GSAS. Students are also encouraged to apply for other summer funds from within the University as appropriate to their area and project. Please note, students seeking summer research support into years six, seven, and eight must be able to show evidence of progress toward completing their dissertation and sharing its emerging findings, for instance, through participation in workshops and panels.

For the department funds, students must complete and submit the Request for Summer Research Support Form to the DAAF, currently Jeanne Roche, for review. A report detailing research results and activities must be submitted to the Graduate Program Assistant at completion.

International Travel

The University and Department require that all students register foreign trips with Columbia's ISOS service. ISOS is a free service that provides emergency medical and other help. Students have to register their trips ahead of time. Registration and information can be found at: <http://globaltravel.columbia.edu/>

Please note that sometimes Columbia University bans travel for its affiliates to particular countries. You should learn about these bans before you propose and plan research trips.

Annual Form for Departmental Funding

Every year you must request support for the following year. Failure to submit the required form, even when in the field, indicates that you do not intend to be enrolled or do not need financial assistance during the semester. Resources that might have been available to you will be allocated to other students in need. Do not delay in submitting the form if you plan to continue in the program. This form is available on the Department website along with other important forms:

<https://anthropology.columbia.edu/content/forms-documents>

Applications for External Funding

GSAS requires that students apply for at least one academic year external award during years 1-4 of their GSAS fellowship. These may include FLAS awards available from some of the regional institutes at Columbia as well as applications for field research funding. Eligible students are strongly encouraged to apply to the National Science Foundation and the Social Science and Humanities Research Council of Canada's multi-year graduate research fellowships as these come with considerable resources, including teaching relief. There are several potential sources of financial support for fieldwork:

Outside Funders

Include but are not limited to:

- Fulbright
- National Science Foundation
- Wenner Gren Foundation
- International Research and Exchanges Board (IREX)

Professional societies also offer various kinds of funding and fellowships:

Society for American Archaeology

<https://www.saa.org/career-practice/Scholarships-and-Grants>

Society for Historical Archaeology

<https://sha.org/announcements/sha-2023-scholarship-program-applications/>

Archaeological Institute of America

<https://www.archaeological.org/programs/professionals/grants-awards/>

There are a number of other external funders for archaeology that are listed on the Center for Archaeology website: <https://archaeology.columbia.edu/resources/funding-opportunities/>

Columbia Fellowships

Second, there are Columbia-based fellowships. The single University-wide source is the Columbia Traveling Fellowship, which has a deadline of (typically) the first Monday in February. There may be other Columbia University-based sources that are specific to area or topical specializations (for example, the Weatherhead East Asian Institute or the Shincho Fellowship, co-sponsored by the Department of East Asian Languages and Cultures and the Donald Keene Center of Japanese Culture). Other sources of small research and programming grants on campus include the Center for Science and Society, IRCPL, the Center for Political Economy, and many other units.

Departmental Grants

The Stigler Award is available for archaeology students who wish to secure a small amount of pilot funding, usually used in the summer of the first or second year.

Finally, the Department offers up to two awards annually to support the fieldwork of students within the Department of Anthropology. The amount of our PhD Fieldwork Grant is set to equal that of the most prestigious granting body in anthropology, the Wenner-Gren Foundation. You may only apply if you have applied for but not received two external awards for fieldwork. Please look for an announcement with full instructions in the spring. This application is typically due at the end of April. If a student receives the Department Fieldwork Grant and then subsequently attracts additional internal or external field funding, they will be expected to take that additional funding and relinquish the remainder of Department's grant. Please note that for the purposes of GSAS' banking policy, the Department's grant counts as an "external" award.

Other resources

A good resource for finding out about funding is the Anthropology Newsletter, published by the American Anthropological Association. Subscriptions to the newsletter are included in Association membership. For information visit their website at www.aaanet.org (under 'Student Resources', 'Grant and Funding Resources'). See also see the extensive Graduate School of Arts and Sciences list of External Fellowships at: <http://www.columbia.edu/cu/gsas/> - click on fellowship search. ISERP also hosts a list of granting agencies and there are grant guides in Columbia's libraries. A reference librarian can point to them quickly. Most granting agencies have websites. Please be sure to look closely to locate all viable sources of dissertation research funding.

Oftentimes the DGS will have a sense of recent awards in the Department, but other students are also an excellent resource for learning about grants and fellowships. International Students may be eligible for resources from their home country. The department provides an online collection of successful grant proposals and job letters which all doctoral students have access to. Contact the DGS if you need the link to this resource.

ADVISING

Advising relationships are essential to the Department's graduate program. A faculty mentor (usually an archaeologist serving on the Graduate Studies Committee) will be appointed for students in their first year, and will remain in place until the student forms a committee. The DGS also serves as an advisor to first and second year students. At the end of the first year, students will meet with other members of the Graduate Studies Committee, to discuss their progress and plans for study in the coming year.

By the end of the first semester of the second year, students must form a committee. A student's departmental committee is composed of an Advisor (sometimes also called the sponsor) and two additional committee members; all must be faculty in the Department of Anthropology. At this time relationships with these three committee members must be formalized and reported to the Graduate Program Assistant on the Dissertation Committee Form (see Appendix) with faculty signatures. Students may choose a "co-advising" relationship shared by two faculty members. A one-hour meeting with the committee must be held before the end of the first semester; in that meeting, the student's plans for research, grant applications, and examination schedule should be discussed. In the second semester of the second year, students will produce a draft reading list for their qualifying exams in discussion with their committee. Although continuity is desirable in advising relationships, students may change the membership of their committees, and faculty members likewise are free to remove themselves from committees. Such changes must be reported to the Graduate Program Assistant. Oversight for the advising system is provided by the DGS.

A committee is expected to provide tailored advice and support concerning such matters as course selection, language training, examinations, grant applications, and dissertation research, together with general intellectual guidance and critical input in preparation for a professional career. Based on their particular interests and objectives, students may be advised concerning possible sources of funding and possible careers, ranging from the multi-field generalist to one of the many types of specialization. Committee members also will prepare letters of reference and recommendation in support of advisee applications of various types.

At the end of each academic year, the annual faculty meeting for the evaluation of students represents the collective effort of the faculty to monitor progress through the graduate program. In advance of this meeting (usually held in early May), students should communicate with their committee members, seek letters of recommendation as necessary, and check their academic records for accuracy. In accordance with the discussions at this meeting, the DGS will send letters to each student commenting on his or her progress and detailing steps to redress any problems going forward.

At Columbia the dissertation defense committee is not the same as the student's departmental dissertation committee. A dissertation defense committee consists of three faculty members from within the student's department and two outsiders, at least one of whom must be external to Columbia University. While it is possible to appoint another member of the Department as a defense committee member, it is advisable that you seek someone external in order to benefit from conversations that exceed our program. The defense committee is convened after the dissertation has been approved for defense by the three members of the departmental committee. Thus, the departmental committee, consisting of three faculty members from within the Department of Anthropology (including the Advisor), is the group with whom students work closely on their dissertations. Students may include faculty from other departments in addition to the three internal committee members as faculty with they work on a regular basis, and up to two of these may serve as outside readers on the defense committee.

Students may have any full-time faculty member in the Department, tenured or non-tenured, as your Advisor, but untenured faculty must be paired with a tenured "Co-advisor". It is advisable that a committee consist of at least one tenured faculty member and include individuals with relevant areal and theoretical expertise. GSAS rules provide that dissertation sponsors who for some reason leave the University may continue in their role as advisor. The University will pay airfare for a Dissertation Advisor who is no longer employed at the University, but *only* for the Advisor. Other committee members who have left the University may serve as insiders on the committee but their airfares are not typically covered.

It is important to know that your Advisor and the dissertation defense committee Chair must be two different people. The Advisor supervises your research and the Chair, who is typically a secondary reader from the department, is responsible for directing the oral examination and submitting the results to the University.

SECOND YEAR REVIEW

Students must select their Advisor and the two other members of their committee by the end of the first semester of their second year; paperwork for the formal selection of the committee, including obtaining the signatures of each committee member, must be submitted to the Department. In addition, students are required to meet with their newly formed committees to review their general

progress by the end of the first semester of their second year. The purpose of these meetings is to lay the groundwork for the third year by discussing the viability of students' ethnographic projects for dissertation research. Preparations will be made for ACEs and for writing grant proposals and the prospectus. By the end of the second semester students should outline to their committee their plan for completed Human Subjects (IRB) review.

THIRD YEAR

Grant-writing

The first semester of the third year is dedicated to preparing and submitting grants to support field research. You should already have started this process in the Spring of the second semester as part of the grant writing course. Sample successful grants can be found in the grant archive that you may access by registering for the "Wednesday Seminar" and we encourage students to look for various sources for funds depending on their regional and topical focus. There is also a folder of successful archaeology grants in the CCA computer room. The intellectual rationale, significance, and intended plan for research that is outlined in grant applications will form the basis for the prospectus. Human subjects research review and approval should also be sought before or at the time of proposal development (see below).

Advanced Certifying Examination (ACE)

Prior to writing a dissertation prospectus, students must demonstrate scholarly excellence by passing a preparatory exam, the "ACE." This exam is based on comprehensive bibliographies (or "lists") created by the students in consultation with their Advisor and committee members. These bibliographies must be approved by the student's Advisor and should largely be completed by the end of the first semester of the third year to allow students to complete the readings on their lists.

The ACE is a two-part examination:

1. A week-long, take-home written examination during which the student will be presented with up to five questions, and asked to answer three. Each answer will consist of a 10-12 double-spaced page essay.
2. An oral defense of the written exam, **two-hours in length**, to be scheduled with the PhD committee. The orals should be scheduled **no later than the first week in April**. The student should come to the oral defense with a prepared 5-10 minute opening statement that includes: a summary account of what was argued in the written exams; what the student might have learned or thought about since completing the written portion of the ACEs, and might want to add/clarify; questions or difficulties raised by the exams.

The ACEs is scheduled, annually, to take place the week before Spring Break.

II. *Preparation for the ACE:*

The student will prepare **one** reading list, consisting of **three "domains" of interest**. Two domains will be designed and organized around conceptual and theoretical interests, that is, intellectual conversations within anthropology and beyond that are central to the student's intellectual work and training in the discipline. The third domain will focus on historical and/or anthropological literatures specific to the student's region of study. Note: in the case of a "multi-sited" ethnography, the "region" may refer to institutional histories—such as of international courts or NGOs—instead of an "area studies" literature. Neither the "region" or "area" of study, nor the conceptual/theoretical domains are given *a priori*. Each domain is to be defined and delimited by the student in conversation with the committee. The entire list should consist of **75-100 citations**.

The student is to provide a narrative of a few paragraphs in length that articulates their substantive concerns with and interests in the intellectual conversations and specific texts chosen. The **brief** narrative should state the conceit of first, **the list as a whole**, and

subsequently, the framework or logic **of each domain**. In addition, the student will provide four or five questions that frame their thinking about each domain, and that will guide them in studying for the exam.

The due date for a final, approved list is December 1st of any given academic year (or the first day of the week following, if December 1st falls on a weekend).

The student's dissertation committee will draft the examination questions. Insofar as this is **one exam**, the questions may be designed such that they cross-reference each of the domains, encouraging the student to think about her list as a whole.

Three grades are possible: High Pass, Pass, and Fail. In the event of a Fail, students may be asked to retake the exam at a date determined by the readers. Failure may be grounds for dismissal from the program. Upon successful completion of the exam, the committee will recommend to the department to advance the student to PhD candidacy. An MPhil degree will be granted if all requirements have been met (i.e., successful completion of the A.C.E. exam, nine courses taken for letter grades, satisfaction of the language requirement, and no outstanding incompletes in courses taken). Students are not authorized to leave for the field to begin their dissertation research until they have fulfilled all the requirements necessary in order to receive the MPhil degree and successfully completed the dissertation research prospectus defense as outlined below.

9000-level courses are often used to prepare for the ACEs and/or the dissertation prospectus. The nature and amount of work for such directed courses will be determined in consultation with your Advisor.

Dissertation Prospectus

After successful completion of the ACEs, a dissertation research prospectus is to be submitted for provisional approval by each of the three faculty members working with the student. This prospectus is longer and more detailed than the proposals submitted to granting agencies to obtain research funds and typically runs to 25-30 pages, though the final length should be decided with the student's committee. For approximately two hours, the student will discuss the proposed research in a dedicated dissertation prospectus defense for the student's committee. The committee will assess the feasibility and merit of the proposed research and make suggestions for improvement as necessary.

The dissertation prospectus must be completed and accepted in advance of dissertation research, and it is a requirement for the MPhil degree. In the event that a student undertakes research other than that for which candidacy is granted, she or he must rewrite and resubmit a new dissertation proposal and it must be approved by the student's committee. Failure to do so can be grounds for denial of the PhD degree by the Provost of the University. All prospectuses are submitted and registered by the Dean of the Graduate School of Arts and Sciences.

The form, length, and style of the dissertation prospectus is worked out between the student and his or her committee members. A final draft must be submitted to the committee members at least one week in advance of the dissertation prospectus defense.

By the prospectus defense meeting, students should have completed all requirements for the MPhil and are ready to begin field research. This involves: successful completion of the ACEs; the Dissertation Prospectus; fulfillment of the Language Requirement; successful completion of 9 graded courses (including the proposal writing seminar) in the Department; no incompletes in these or other courses; and completion of IRB review. Evidence of the completion of all these requirements must be presented at this meeting and forms the basis for the awarding of the MPhil,

which is required for the pursuit of dissertation fieldwork, for receipt of grants, and which, in our Department, must be completed by the end of the third year in residence.

HUMAN SUBJECTS RESEARCH REVIEW

The Institutional Review Board of the University must approve all funded or unfunded dissertation research projects involving human subjects. The aim is to protect such subjects from harm. The process is cumbersome and technical. Human subjects review is not necessary for archaeology students *unless* you are planning ethnographic fieldwork or to undertake formal interviews or collect oral histories in tandem with your archaeological fieldwork. Oral history research generally receives an expedited review from the IRB, and is a slightly simpler process.

Students should not wait until after they receive grants to start the process of approval. Approval should be sought along with grant applications themselves, or soon thereafter.

The IRB's site can be found at: <http://www.columbia.edu/cu/irb/>

The application site is: <https://www.rascal.columbia.edu> and the Rascal help line is 212-870-3480

An IRB statement relevant for overseas projects is "International Human Subjects Research: Interim Guidelines" (March 11, 2003)

Dissertation advisors also are involved in this approval system as Principal Investigators. For more information, see the website of the American Anthropological Association: <http://www.aaanet.org>

See there the "Statement on Ethnography and Institutional Review Boards" (June 4, 2004)

Our Department has its own IRB representative, currently Professor Ellen Marakowitz em8@columbia.edu. Please contact her for any questions or concerns about the IRB process.

MPHIL AND BEYOND

It is typically the case that all MPhil requirements, including the language requirement, are fulfilled when ACE's and Prospectus defense are completed and all MPhil requirements are met at the end of the second semester of the third year.

Report on Progress in Candidacy

Per GSAS, each year, post-MPhil students and students in their eighth semester who are required to complete the MPhil by the end of the semester must submit the Report on Progress in Candidacy online through [SSOL](#). The dissertation sponsor reviews the student's report, determines whether the student is making satisfactory progress, and reports this evaluation of progress to the GSAS Dean's Office via SSOL in the spring semester. Students have access to the online report from mid-January through mid-March, and faculty have access until mid-April; specific deadlines can be found on SSOL. Paper reports are not accepted. Please see <http://gsas.columbia.edu/content/progress-candidacy-and-dissertation-proposal> for further information.

FIELDWORK LOGISTICS

The fieldwork situation varies widely for archaeology students. Many will conduct research during the summer vacations, while others work at different times of the year. Some will carry out several short field seasons, while others will spend up to a year away from campus carrying out fieldwork. The different choices made will depend on available resources, weather and other climatic factors, as well as availability of equipment, labor and expertise. In many cases, obtaining a permit can be a protracted venture, requiring several months of applications and correspondence with oversight agencies, and establishing a formal research relationship with an institution or individual. Students should inquire immediately upon considering a research site as to what the permit approval procedures may be; see also below on visas. You should consult with your advisors as to the pros and cons of different approaches to fieldwork.

Students should give careful thought to how their work can facilitate training and opportunities for other students and for members of the local community at their field sites. If you are relying on the free labor or minimally recompensed labor of others it is essential that you also consider how you might contribute to student training, offer opportunities for students to develop projects of their own around your research, or communicate your findings back to the local community and develop ways for local people to have an input into your research.

Many archaeology graduate students use standardized forms for recording field data. These will inevitably change and develop over time and with experience of the particular fieldwork context. It is invaluable to keep a diary or notes in addition to data record sheets, to record (for example) thoughts on fieldwork findings, contact information, conversations in the field, and things to remember for the next field season. Some students record all their field data in notebooks rather than on data sheets in order to maintain the link between these different records. Students should not only maintain copious notes during their time away from the University, but should make duplicate copies, whether "taking notes" in a notebook or on a computer. Consider leaving a set of field records with the institution where your work is based. These should be kept separately; one copy may even be forwarded to a dissertation sponsor or elsewhere for safekeeping. It may also be advisable to email notes to oneself on a personal account, thereby maintaining a password-protected data archive available from anywhere you have access to the internet. Maintaining contact with advisors during fieldwork is crucial. Often, they can detect lacunae in research, or they can help redirect or reformulate research agendas as new and unpredicted circumstances are encountered. They can also help maintain a sense of perspective during a period that can be extremely demanding, both intellectually and personally.

Students should also maintain contact with the DAAF and/or the Graduate Program Assistant, who will help ensure that they are appropriately registered and receiving any University funding that is due. It is essential that students advise the Department of their field addresses or an appropriate contact. Students must also inform the Department of when they intend to return, with sufficient lead-time to permit registration, the assignment of teaching duties, and the allocation of departmental funds where appropriate. It is the student's responsibility to ensure that she or he remains in good standing with the University while away from campus for the purposes of research. Also, students must remember to inform US (or other, as relevant) embassy officials of their residency in the country of research, so they know where to locate you in the event of an emergency.

Visas

Many countries require that researchers apply for and obtain permits to undertake research over extended periods. The procedures for obtaining such permission vary from country to country and may require that students submit a version of the research proposal. Students should consult the relevant embassy for information on local requirements. Be aware that some countries may delay entry for as much as a year while they process an application. Apply early.

Foreign Sponsor

Some countries require that visitors have a co-sponsor or even project director from that country in order to conduct research there. Students are advised to determine if such a relationship is required, as some granting agencies may request documentation of permission to conduct research prior to awarding funding.

Health and Vaccinations

The University Health Service offers advice about travel health risks and provides vaccinations and prophylaxis as appropriate. Students should be sure that student health insurance would cover any medical costs incurred outside of the US.

Columbia Apartments

Students residing in Columbia apartments who give up their accommodations while in the field are not guaranteed a space upon their return. Students may, however, arrange a sublet of the apartment while they are in the field, in accordance with the Graduate School of Arts and Sciences housing policies. If you plan to sublet while you are away for fieldwork, please make sure to note any GSAS limits on the length of time you can sublet for.

ISOS

As noted on p.13 above, the Department requires that all students register field research trips with ISOS. <http://globaltravel.columbia.edu/>

DISSERTATION WRITING

Within one month of returning to Columbia, students must schedule a formal meeting with their committee. Either at that meeting or within 10 days of it, they must submit a short (5 pages) report on research covered while away and a timetable for completion of the writing, broken down by chapter. This will form the basis for the discussion with the committee as to the student's plans. This form must be filed with the Graduate Program Assistant within 10 days of the meeting.

The challenges of writing a dissertation are as great as the intellectual rewards. Sustaining an argument and maintaining good writing over such a long piece can be daunting. Analyzing and then finding ways to integrate diverse material from ethnographic and archival research take significant effort. There are several things students can do to make the process go more smoothly. First, the work done for the ACEs and dissertation proposal should be useful for the dissertation. The more care devoted to them, the more utility they have as resources. Second, while in the field, students should correspond regularly with their committees. Even if they do not have the opportunity to respond at length, the process of formulating ideas and thinking about learning will be invaluable. Third, the Department provides a required dissertation writing seminar to aid in the transition from field research to completing successful chapters.

Finally, when returning from the field and trying to write, students should ask their Advisor and other committee members to read drafts of chapters or sections. Faculty vary in their willingness to read rough drafts or preliminary chapters; some faculty are willing to read only polished versions, although most are willing to have extended conversations about the dissertation. An Advisor's approach to reading dissertation chapters is something that should be clarified early on in the relationship. Please know that your Advisor is expected to be one's primary reader; it is not appropriate or respectful to expect other members of a committee, particularly junior members, to do most of the reading and commenting on a dissertation if an Advisor is not also doing so.

Many students have found it rewarding to organize thesis-writing groups in which work can be shared and critiqued, deadlines suggested, ideas engaged, the mechanics of writing and structuring arguments discussed, and a sense of community created. The GSAS Writing Studio offers resources for writers at all stages of the graduate program, including rooms for dissertation writing groups. They offer a range of other support including interdisciplinary writing groups, dissertation writers' retreats, workshops, one-on-one consultations and co-writing sessions. See: <https://www.gsas.columbia.edu/content/gsas-writing-studio>

GSAS mandates that departments sponsor official dissertation-writing groups and seminars, and that each student on GSAS funding must present at least once per year (by circulating a piece of writing from their dissertation and presenting it in person to a community of their peers). If you are writing in residence, you are also expected to attend. In the Department of Anthropology, this requirement takes the form of the Scheps Workshop. An advanced PhD student takes on the work of organizing the workshop in consultation with a faculty member.

There are some sources, internal (Lindt) and external (Charlotte W. Newcombe, Spencer Foundation, American Association of University Women, American Council of Learned Societies, School of Advanced Research, Ford) for funding dissertation writing. These are very competitive and high-level awards. It is most effective to apply for these after a substantial portion of the dissertation is completed.

Practicum Seminar

Post-field students are required to take a practicum seminar. This is designed to aid in preparation for a post-Columbia career and involves preparation of job letters, CVs, postdoctoral applications, and job talk presentations, among other issues. The practicum is organized as a collaboration between faculty and students. A faculty member will be assigned as a point person to lead this seminar. Students should bring ideas about what topics they wish to take up to this faculty member. Occasional pre-field practicum events are also organized on request. Please contact the DGS in this case.

Seven Year Rule

GSAS doctoral students are expected to complete all requirements for the PhD or DMA degree in no more than seven years, beyond which they are no longer eligible for housing in Columbia Residential, nor for any additional funding from GSAS or the Arts and Sciences.

Despite the expectation of completing the PhD within seven years, doctoral students are nevertheless allowed up to nine years of continuous registration to satisfy all requirements for the doctoral degree, during which time they are required to maintain full-time status. (Official leaves of absence stop the clock.)

Students who do not complete all requirements for the doctoral degree by the end of the ninth year will no longer be considered to be GSAS doctoral degree candidates, and will be notified accordingly in writing by GSAS. Note that the ninth year ends on May 31. For more information please see:

<https://www.gsas.columbia.edu/content/time-limit-complete-phd-degree>

THE DEFENSE AND THE PHD

Please take time to read the excellent and extensive information provided on the [GSAS website](#) and pay particular attention to all deadlines. Please note that GSAS requires paperwork to be filed for deadlines like distribution or the defense (as below). It is not enough to relay to your committee that you intend to defend on a particular date, you must also satisfy the paperwork well in advance. Students are asked to remember that faculty are generally not available during the summer for defenses or hearings unless there are extenuating circumstances; students must plan accordingly so that they schedule these kinds of requirements during the academic year. Before a defense is ready to be scheduled, several steps must be completed.

First, a student must select his or her committee, which is comprised of five members. Three of these members must be “internal” or within the department. One has to be “external,” which can be a faculty member from within Columbia in another department or a faculty member from another university. The fifth member can be either internal or external. Responsibility for approaching external faculty to serve on the committee belongs to the Advisor, not to the PhD candidate. The names of the defense committee must be submitted to GSAS for approval.

[Details for the composition of the defense committee can be found on the GSAS website.](#)

Second, the Advisor and two or three internal (departmental) committee members should have read and approved the dissertation draft for defense. Students should provide sufficient time for committee members to read thoroughly, and students must distribute the final version of their dissertations one month prior to the defense.

Third, there is an official GSAS form to submit, the [Application for the Dissertation Defense](#) form. The Dissertation Office will only schedule a defense if the application is filed by their deadlines (see GSASs Dissertation Office website for deadlines as they change each year); otherwise, this must be handled between students and their sponsors in consultation with the Dissertation Office. In either case, the Application for the Dissertation Defense must officially be submitted by the Department. Please work with Marilyn Astwood to make sure that you have all the details in order regarding the form, as incorrect or incomplete information can result in GSAS rejecting your application and delaying your defense. All this information, and much more, is detailed on [GSAS Dissertation Office website](#).

The four possible outcomes of the defense are: Approved as submitted; Approved pending revisions; Referred; and Fail.

Approved as submitted means that only minor revisions are needed. These will be detailed by the sponsor, provided to the student and should be completed within one month of the defense.

Approved pending revisions involves more substantial revisions. These will be provided in writing to the student and revisions must be completed within 6 months and assessed by the sponsor.

Referred means the committee believes that substantial revisions are necessary for the dissertation to be accepted. A sub-committee of three faculty will be formed from the original committee. A detailed written description of the revisions will be provided to the student and these must be completed within one year of the defense and presented to the sub-committee.

Fail means the committee feels that the dissertation is not acceptable and the student will not be recommended for the degree.

Again, as in, all matters related to the dissertation and the dissertation defense, please consult the GSAS website. In addition, please feel free to call staff at the Dissertation Office with queries (or consult, as well, with the Graduate Program Assistant in the Department). Please consult the [Distribution, Defense, and Deposit page](#) on the GSAS site for additional information.

ACADEMIC SUPPORT & FACILITIES

In addition to faculty advising and the initiatives outlined above that are tied to different moments in your anthropology graduate student career (such as the Practicum and the Scheps Dissertation Writing Series), there is a great deal of support at the university for graduate students. This includes campus-wide graduate student spaces for study, research and meetings, the [Writing Studio](#) for graduate students at all stages of the program, [GSAS Compass](#), an office designed to help graduate students with career advising, and the [Center for Teaching and Learning](#), which has a huge range of resources for graduate student instructors, including help with assignment design, course organization etc. All these offices offer a variety of online resources, workshops and in-person one-to-one discussion.

Within the department there are a range of resources available, as noted below. The Anthropology Graduate Student Association organizes events and acts as a liaison between graduate students, faculty and departmental administrators.

Dedicated Anthropology Student Spaces

Please make yourself at home in and help maintain the Anthropology Department Lounge, the Doctoral Student Lounge and Workspace and the Center for Archaeology computer room on the 9th floor. Please consult with the Anthropology Offices, 452 Schermerhorn Extension to obtain access. A key for the CCA computer room can be arranged with the departmental administrators. Other facilities that may be used and booked by graduate students are the Sheldon Scheps seminar room, and the TA advising office in which you can meet with students.

Anthropology Graduate Student Association (AGSA)

The department considers AGSA to be the representative student body that advances the concerns of anthropology graduate students to the Department —usually the DGS and/or Chair. Should situations arise that affect some (but not all) students these concerns can still be presented by AGSA. If issues arise that AGSA deems necessary to bring to the attention of the entire faculty (not just Chair and DGS) they should appoint two students to represent these issues and consult with the Chair about presenting the concerns to faculty at a Department faculty meeting.

Research Groups

Students who share interests with colleagues both in the Department and from other disciplines across campus and elsewhere regularly constitute research groups around particular themes, theoretical questions, or regional issues. Modest funding is available to support the activities of

such groups and may be applied for via AGSA. A form to apply for funding is available on the department website.

Letterhead

The Department allows students to use Department Letterhead for job search related purposes or for research purposes. Please check with the DGS to ascertain if your purposes align with this policy. If it does, students should forward the text of the letter to the DAAF. Students will receive a pdf of their letter on letterhead.

Business Cards

The Department recommends that all students apply for business cards listing their affiliation with Columbia University and our department before they travel. The Department will cover the costs of these cards. To order business cards, please follow the steps listed at <https://print.columbia.edu/content/business-cards>. The Department's DAAF can provide payment information.

The Graduate Student Center & Seminar Room

Located in 301 Philosophy Hall, the Graduate Student Center provides a café and study and quiet meeting space for graduate students, postdoctoral researchers, and faculty across disciplines and schools. You may access the Graduate Student Center using your Columbia ID card.

The Graduate Seminar Room is located in 302 Philosophy Hall, and may be reserved by GSAS student groups and for GSAS student initiatives. The space seats up to twenty-three people, and is equipped with a media screen. Requests to reserve the Seminar Room should be submitted at least 24 hours in advance through the [online reservation system](#) (for a period of up to three hours).

Graduate Student Study Spaces

There are study carrels open only to PhD students at ISERP, and to post-field Anthropology students at Lehman Library.

Emergencies or Hardship Relief

Students experiencing unexpected one-time emergency expenses have the option to apply to both the [GSAS Student Emergency Fund](#) and the [Student Workers Health Fund](#). International students from countries undergoing hardship as identified by the US State Department and the World Health Organization may also draw on the [University International Student Hardship Fund](#) announced recently by President Armstrong. These funds are intended to support specific emergent costs that may create an unexpected financial burden for students during their enrollment.

OTHER EMPLOYEMENT

Work-Study

Work-study jobs are available in the Department and at other locations on campus. Students need first to establish their eligibility with the Graduate School (107 Low Library). From there, students should contact the DAAF for possible openings in the Department. Be sure to get the eligibility paperwork done early. Such funding is only available to United States citizens and permanent residents.

On-Campus Fellowships

The [Center for Teaching and Learning](#) offers a number of fellowships for graduate students. [GSAS Compass](#) offers Fellowships in Academic Administration for advanced doctoral students.