

ANTHROPOLOGY GRADUATE STUDENT GUIDEBOOK

(Effective for incoming students entering the program in Fall, 2017)

I. INTRODUCTION

This document provides information about the Graduate Program in Anthropology at The University of Iowa. It specifies requirements and policies related to graduate study in this department.

A. Graduate Training in Anthropology

The Department of Anthropology offers a Master of Arts and a Doctor of Philosophy in Anthropology. In addition to the standard M.A. program, which normally leads into the Ph.D. program, the Department also offers an independent M.A. with a focus in Cultural Resource Management- Archaeology (CRM), which provides academic preparation for a professional career in CRM-Archaeology.

The Ph.D. marks the accomplishment of professional-level skills in conducting independent research, and represents a balance between a general competence in the four major subfields of anthropology (obtained at the M.A. level) plus specialized training in one or two of anthropology's subfields. As they complete the required course work for the Ph.D., students may also select courses that complete a concentration in feminist anthropology or paleoanthropology.

The remaining sections of the Guide specify the requirements of the department for advanced degrees, course work, advising committees, examinations, and evaluation which affect all graduate students enrolled in the Department of Anthropology at The University of Iowa. Policies set by The University of Iowa's Graduate College are also referenced as appropriate.

B. Graduate Student Regulations

In addition to the information contained in this document, students should also be familiar with the information found in the Graduate College website under Policies and Deadlines: <http://www.grad.uiowa.edu/>. Note that the Department of Anthropology has established higher minimum requirements in certain areas than those specified by the Graduate College.

C. Financial Support

The Department offers financial support to the great majority of its graduate students, usually in the form of teaching and research assistantships, for periods of three to four years provided that

they remain in good standing. Students making satisfactory and timely progress through the graduate program are considered to be in good standing. The amount and types of aid depend on departmental needs. The Department will award financial support to most entering graduate students every year. Notification in writing of a provisional financial award will be given to the student in the semester prior to the academic year or summer session for which the award has been granted. Each award is contingent upon maintaining satisfactory progress in the program. Financial support is normally given only to full-time students.

Graduate students are also expected to apply for funding to support summer research and dissertation fieldwork. See Appendix A below for more information about common internal and external funding opportunities.

Special note on secondary training: Graduate students may choose to combine a Ph.D. in Anthropology with a secondary degree or graduate certificate in a complementary field. Students are not eligible for financial support from the Anthropology Department during semesters in which their coursework is primarily devoted to training outside of anthropology. However, if a student's doctoral committee has approved his/her plans for secondary training, then time devoted to such training will not reduce the student's years of eligibility for Departmental financial support. For example, a student admitted with a 4-year funding offer who receives Departmental financial support for two years (while completing the Master's portion) and a third year (while beginning the doctoral portion) arranges with their doctoral committee to take one year to complete a Master's in Public Health (M.P.H.). This student would not be eligible for Departmental financial support during the year focused on M.P.H. study, but would remain eligible for a fourth year when they return to their doctoral study in Anthropology. This student's subsequent eligibility would continue in the same patterns and with the same provisions that apply to all Anthropology graduate students.

Students who are interested in secondary training should work closely with their doctoral committee chair and members to plan their course of study, and to ensure that they receive the approval necessary to maintain their eligibility for Departmental financial support. This approval needs to be documented in writing by the student's doctoral committee chair. The Graduate College also needs to be informed through the completion of an Unofficial Combined Degree memorandum of understanding (see <https://www.grad.uiowa.edu/content/publications-and-forms-for-students?portal=current-students>).

II. GENERAL REGULATIONS

A. Admission

Students are normally admitted to the graduate program under the assumption that they intend to pursue the Ph.D. degree, with the exception of the CRM-archaeology M.A. program. Students applying for admission to the graduate program in anthropology will be considered regardless of the field of their previous training. However, students without previous training in anthropology may be asked to perform additional work as needed to

achieve the knowledge and skills expected for the desired degree. Applicants with a master's degree in another discipline are normally admitted as a first-year graduate student.

Students who enter the program without an M.A. in Anthropology normally devote the first two years to fulfilling the M.A. requirements. After those requirements are completed, the student's committee may award the M.A. with admittance to the Ph.D. program.

Students with an M.A. degree in anthropology from institutions other than The University of Iowa normally proceed directly into the Ph.D. program, organized around their specific research interests. If they are lacking any of the requirements of the graduate program in anthropology at Iowa, they will be informed of those requirements in their letter of admission. Acceptance of credit hours from other institutions will follow University of Iowa regulations.

For more information about our admissions process, see <https://clas.uiowa.edu/anthropology/graduate-program/admission>

B. Number of Degrees at The University of Iowa

The Department of Anthropology ordinarily encourages students who have received the B.A. or B.S. degree in Anthropology from The University of Iowa to continue their graduate studies at another institution. If, however, they enroll in the graduate program in Anthropology at The University of Iowa, there is no restriction on the number of degrees that may be earned.

C. Advisory and Review System

To ensure that graduate students progress toward their degree goals in an effective manner, the Department of Anthropology has established the following advisory procedures.

Students admitted into the Graduate Program will initially be assigned a Temporary Advisor. Ordinarily a faculty member whose work closely aligns with the student's interests will serve as the Temporary Advisor.

Students must then choose a long-term faculty advisor whose research interests complement their own. Students should communicate with potential advisors about research interests, prior experiences, and coursework prior to admission and immediately after acceptance into the graduate program, and must formally identify an advisor by the end of their first semester. The advisor also serves as chair of the student's graduate committee. In consultation with the advisor/committee chair, the student will then choose other faculty members to form a full committee. If students' needs or research interests change, they may change advisors or committee members accordingly.

Composition of Graduate Student Committees:

Committees are of two types, M.A. and Ph.D (described further below). A faculty member must be a member of the graduate faculty (a UI tenure-track faculty member with a Ph.D.) in order to serve as chair or as a member of a graduate student committee. Departmental faculty members

who are not members of the graduate faculty may serve as ex officio members of a committee with approval of the Graduate College Dean; however, each committee must have the required minimum number of official members described below.

Membership on a student's committee is by mutual agreement of the student and faculty member. The Department provides both [MA and PhD committee forms](#) for students to circulate (in person or by email) to committee chairs and members for their signatures, indicating their willingness to serve in these roles. These forms are submitted to Beverly Poduska to document committee membership in both departmental and Graduate College records.

The chair of the committee acts as the student's faculty advisor, approving semester programs of study, changes in registration, and other matters that require consultation and the signature of a faculty advisor. The committee as a whole acts in matters related to forming a plan of study leading to a degree, evaluating the student's progress toward attaining that degree, and making recommendations to the departmental faculty regarding the student's future graduate career. It is the responsibility of the student's advisor to place a written record of all decisions reached by committees in the student's file in the department office. Such written records must be initialed by the student and all committee members.

The committee chair, with input of committee members, is responsible to the departmental faculty for monitoring the student's progress toward their degree goal. The committee's review is augmented by the input of faculty who serve as Course Supervisors when graduate students serve as TAs or course instructors, or who otherwise have substantive interactions with the student, at an annual departmental review of graduate students conducted by the faculty each spring. Committees that do not function effectively may be dissolved by the Departmental Executive Officer (DEO).

The committee will have different responsibilities as the student proceeds through different levels of the program. It is to be expected that the membership and/or the composition of the committee may change in relation to the student's needs. To ensure an effective transition, the M.A. committee will be dissolved upon completion of the M.A. When this point is reached it is the student's responsibility to initiate the formation of a new doctoral committee with a membership appropriate to the student's interests.

Changes in committee membership may be initiated by either the faculty member or the student. The person initiating the change informs the other party and then provides a memo detailing the changes that is signed by everyone affected. The memo is placed in the student's departmental file. The DEO may also write the memo detailing changes, in lieu of the student or committee member themselves. Students, committee members or committee chairs who have questions or concerns about when/whether/how to change committee members should consult with the DGS (Director of Graduate Studies) or DEO.

1. M.A. Committee

The student ideally forms the M.A. committee by the end of the first semester of

registration, and no later than early in the second semester. This committee guides the student in their intellectual and professional development by assisting with tasks such as selecting appropriate courses, and developing pilot research projects. The committee also evaluates the student's annual portfolio (see below). Students should use the departmental [MA Committee Form](#) to document faculty members' agreement to serve on their committee.

The M.A. committee is composed of three members of the Anthropology graduate faculty, one of whom serves as the committee chair and the student's faculty advisor. One of these three faculty members may be an adjunct faculty member in the Department of Anthropology. This adjunct faculty member cannot serve as a sole chair; an Anthropology graduate faculty member is required to serve as co-chair in this case. For an adjunct faculty member to serve on a M.A. committee, a request for approval must be initiated by the committee chair, endorsed by the Director of Graduate Studies, and submitted to the Graduate College Dean. Students may elect an additional member from within or outside the department.

The M.A. committee operates until the student has achieved the degree objective or the student's program is terminated by the department.

2. Ph.D. Committee

The doctoral comprehensive examination and the dissertation final examination are conducted by committees of no fewer than five members. Students should use the departmental [PhD Committee Form](#) to document faculty members' agreement to serve on their committee.

At least three of the five committee members must be Anthropology UI tenure-track faculty, one of whom serves as both the committee chair and the student's faculty advisor. At least four faculty members must be members of the UI tenure-track faculty. A committee chair may request permission (endorsed by the Director of Graduate Studies) from the Graduate College Dean to include a recognized scholar of professorial rank from another academic institution (see the Committee Member Request form, available at <https://www.grad.uiowa.edu/content/publications-and-forms-for-students?portal=current-students>).

The committee advises the student in forming a program of study leading to the Ph.D. It is the committee's responsibility to schedule, conduct, and participate in the evaluation of the comprehensive examination required for advancing to candidacy in the doctoral program. The committee advises the student through the advancement to candidacy process, and also guides the student in conducting research for and writing the Ph.D. dissertation.

The Graduate College requires that the doctoral comprehensive examination committee and the dissertation final examination committee convene meetings to deliberate these matters.

D. Probation

If, in the judgment of the faculty, a student's work is unsatisfactory, departmental probation may be advised. In such a case the student is informed in writing by the DEO of the probationary status, the reasons for such probation, and the steps that must be taken within a specified timeframe to return to good standing. Failure to meet probation requirements in the time allowed will result in dismissal from the graduate program.

Students should be aware that, as stated in the Manual of Rules and Regulations of the Graduate College, when a master's student's GPA falls below 2.75 or when a doctoral student's GPA falls below 3.0, the student is automatically placed on academic probation by the College. An "Incomplete" grade automatically changes to an "F" if it is not updated to a letter-grade by the end of the following semester, and can adversely impact a student's overall GPA.

E. Leave of Absence/Post-Comprehensive Registration petitions

- 1. Students who have not yet advanced to candidacy**, who are in good standing, and who must withdraw from academic work temporarily are required to seek departmental approval for a leave of absence. A student contemplating such a leave should consult with his/her advisor and committee as well as with the Director of Graduate Studies. The student must prepare a written request and have it endorsed by the faculty advisor and committee. The student's request and the committee's endorsement must then be brought to the departmental faculty (by the advisor) for approval. The faculty's decision will then be communicated to the student by the advisor. Copies of approved requests must be provided to Beverly Poduska for departmental and Graduate College records.

If the leave of absence is for one academic year or less the student will likely be readmitted to the program at the level achieved before leaving. Should more than one academic year elapse before the student returns to the program, the Admissions Committee and the student's advisor and committee will review the record and recommend the level at which the program may be resumed. Multiple leaves of absence are not normally granted except in extraordinary/extenuating circumstances.

During a leave of absence students must keep in contact with the Director of Graduate Studies, their advisor and their committee. When applying for readmission to the program, the student will inform the Director of Graduate Studies and his/her advisor and committee in writing of intention to return. Such written notice should be sent no later than three months before the beginning of the semester/session in which the student intends to resume graduate studies. If the student on leave wishes to return and reactivate a multi-year funding offer that they received from the department, it is the student's responsibility to respond in a timely fashion to the call sent by the DGS for TA/RA Funding, which usually occurs early in the spring semester. Two weeks are normally given between this call and the deadline for a

response.

2. Students **who have advanced to candidacy** are required by Graduate College policy to register every semester. If they are temporarily unable to make progress on their dissertation, they can submit a petition to the Graduate College as described here: “If a temporary lapse in a student's academic program is required due to military service, medical leave, maternity leave, or personal/family leave, a student may petition the Graduate College to be allowed to register for Ph.D. Post-comprehensive Registration (PCR), which allows for the assessment of a special minimum fee. If a petition is granted, it is to be understood that a student will not make significant use of university resources, or engage in significant consultation with the faculty.” See more information at <https://www.grad.uiowa.edu/manual-part-1-section-xii-doctors-degrees>

These petitions are approved on a one-semester basis. Students are not eligible for federal financial aid during “PCR” registration, and international students may especially place their student visas at risk if they do not make progress for more than one semester.

Students must keep in contact with the Director of Graduate Studies and their advisor and committee during a “PCR” registration semester to determine whether or not it is feasible to resume progress on the dissertation the following semester.

The Manual of Rules and Regulations of the Graduate College mandates the following: “If a student’s enrollment is interrupted for any reason so that s/he is not enrolled for three consecutive academic sessions (including the spring, summer, and fall sessions but excluding the winter session) the student must apply for readmission. The readmission application form must be used. The Graduate College will not require new letters of recommendation, a new Personal Statement section, a written explanation of the reasons for the absence, or a plan for degree completion. However, departments and programs may choose to require any or all of the foregoing” (<http://www.grad.uiowa.edu/manual-part-1-section-I-admission-to-the-graduate-college>).

F. Petitions and Appeals

1. Petitions

A petition is a written request to the departmental faculty for approval of a course of action which either fulfills or departs from the regulations set forth in this Guide. For example, a student may petition for permission to substitute previous academic work in fulfillment of departmental requirements.

To submit a petition, the student should consult his/her committee chair who will help prepare a written request for consideration, together with additional documentation

that the committee deems necessary. The committee chair (or, in the case of newly admitted students, the Temporary Advisor) has the responsibility to inform the DEO that a petition has been submitted. The DEO will place the matter on the agenda of the next faculty meeting. The faculty will vote on the petition, and the decision reached will be reported to the student and by the student's committee chair. A written summary of the disposition of the petition will be placed in the student's file by the committee chair.

2. Appeals

An appeal is a written request from the student asking the faculty to reconsider or review a decision that affects the student's status in the graduate program. The student prepares a written appeal together with such documentation as is deemed necessary. The appeal should be submitted to the DEO who will circulate it to the faculty and appoint a committee to investigate its merits. This report should contain a recommendation for disposition of the case, to be voted on by the departmental faculty.

A student who intends to submit an appeal should consult first with their committee chair, and when necessary, with the DEO. The student should also be acquainted with the procedures involved in appealing to extra-departmental authority outlined in the Manual of Rules and Regulations of the Graduate College (see <https://www.grad.uiowa.edu/manual-part-1-section-iv-academic-standing-probation-and-dismissal>). A student who feels it is necessary to seek redress following a decision is strongly urged to exhaust departmental procedures before turning to extra-departmental collegiate or university procedures.

G. Independent Study

No more than 9 semester hours of ANTH:6005 Independent Study may be applied toward the M.A. degree requirements in Anthropology. Beyond the M.A. degree, no more than 9 additional semester hours of ANTH:6005 Independent Study may count toward the Ph.D. degree.

H. Archaeology Field Courses

Excessive reliance on archaeology field method courses to fulfill course requirements is discouraged.

I. Non-Anthropology Courses

No more than 9 hours of non-anthropology courses may be applied toward the M.A. degree requirements in anthropology.

A total of 18 hours of non-anthropology courses may count toward the 72 hours required for the Ph.D. The 18 hours include the 9 hours permitted at the M.A. level and are not in addition to them.

Students who under special circumstances find it necessary to exceed the 18 hours may petition to have the additional hours accepted.

J. Grading

It is the policy of the department that only grades of B- (2.67) or better are considered passing for courses taken to satisfy either specific graduate requirements or general credit hour requirements. All grading for independent study, research, and thesis/dissertation writing credits will be done on a satisfactory (S) or unsatisfactory (U) basis rather than by letter grades.

K. Committee Meetings

It is the responsibility of the student to call committee meetings when necessary and to meet deadlines described in this Guide.

L. Courses Taught by Graduate Students

No anthropology graduate student may enroll for graduate credit in any anthropology course at The University of Iowa taught by another Anthropology graduate student.

III. THE MASTERS DEGREE IN ANTHROPOLOGY

A. Program of Study

For students admitted to the program without an M.A. degree in Anthropology, the first two years of the program are devoted to fulfilling the requirements of the M.A. After those requirements are completed, the student's committee may award the M.A. with admittance to the Ph.D. program.

The M.A. in Anthropology requires 30 to 36 s.h., depending on the student's previous anthropological training. The focus on Cultural Resource Management (described separately below) is normally a terminal M.A. in Anthropology for professional CRM archaeologists who will not pursue the Ph.D.

1. Required Core Seminars (12 s.h.)

Students will normally be required to complete the core seminar in each of the four subfields for a total of 12 semester hours (s.h.). Committees may allow individual students to take three rather than four core seminars in cases in which (1) faculty workloads do not allow regular offering of all four courses or (2) students are taking gross anatomy or a similarly labor-intensive course in place of a fourth seminar.

The four core seminars are:

ANTH 5101 Seminar: Sociocultural Anthropology	3 s.h.
ANTH 5201 Seminar: Archaeological Theory & Method	3 s.h.
ANTH 5301 Seminar: Biological Anthropology	3 s.h.
ANTH 5401 Seminar: Linguistic Anthropology	3 s.h.

2. Elective Courses (18 s.h. minimum)

In consultation with their advisor and committee members, students select additional graduate-level course work to complete the remaining semester hours required for the M.A. degree in Anthropology.

Elective hours may include courses in Anthropology, in other relevant disciplines, and up to 9 s.h. of independent study credit. No more than 9 s.h. earned in courses outside Anthropology may be applied toward the M.A. in Anthropology.

When possible, MA students are also encouraged to choose electives that will serve their future PhD training by taking ANTH:7110 Research Design & Proposal Writing, (normally offered in fall semesters), as well as available courses in Research Methods & Data Analysis (see section IV/C/6 below for details).

B. Research Ethics and Institutional Review Board (IRB) approval

As a “capstone” course that reviews and elaborates upon the information that students receive in numerous courses about the ethical conduct of anthropological research, all students must complete a Responsible Conduct of Research (RCR) course (ANTH 5005, or an equivalent course in an allied department approved by their committee)-- ideally within their first two years in the graduate program. This 1 sh course is offered in alternating years during the spring semester, and is taught by the DGS.

Whether or not they have taken the RCR course yet, students who conduct research involving human subjects (e.g., ethnographic research in the summer months) are required to submit a detailed application about the scope of their study and data collection methods through the [HawkIRB](#) system for Institutional Review Board (IRB) approval. The approval process often takes 8-10 weeks after an application is submitted, so be sure to plan ahead if you are conducting summer research. Also, in order to be eligible to submit an application, students must first complete a short online training course in basic research ethics. See more information at <https://hso.research.uiowa.edu/certifications-human-subjects-protections-citi> (scroll down for information about how to log in and which training modules are required; Anthropology applications are normally reviewed by “IRB-02”).

Students should talk with their advisor, committee members and/or the DGS for more information about preparing and submitting IRB applications. Students who have

already completed at least one IRB application and approval process before taking ANTH 5005/Responsible Conduct of Research can also talk with the course instructor about potentially modifying IRB-related assignments, once they enroll in the course.

C. General Requirements

1. Hours Required

The number of credit hours for the M.A. may vary from 30-36 semester hours depending upon the student's previous anthropological training. Students with no prior experience in anthropology are normally required to complete 36 hours. The decision on the minimum number of hours required for the Master's degree for each individual will be made by the student's advisory committee.

2. Program of Study

A student's program of study is based upon the extent of their previous exposure to anthropology courses. Those students who lack exposure to one or more of anthropology's four major subfields (sociocultural anthropology, linguistic anthropology, archaeology, biological anthropology) at the undergraduate level will be asked to enroll in coursework to gain background in these subfields. Those pursuing a concentration in Feminist Anthropology will be expected to have a broad undergraduate background in anthropology (although not necessarily a major in the field), and also an undergraduate background in feminist studies.

a. Committees (see also section II C above)

Students should formally constitute an MA committee, consisting of their advisor and two additional professors, ideally by the end of their first semester or by early in their second semester at the latest. If students' research interests change, they may change the constitution of their committees accordingly.

b. M.A. Portfolio

Each year, students should compile four kinds of items:

- i. their three strongest papers written for anthropology courses, conferences or journals that year. (Students can petition their committee to include written work from non-anthropology courses/conferences/journals in which anthropological theory or methods are used)
- ii. an annotated bibliography, which will selectively highlight key works/references within carefully defined areas of focus that help to define their interests (these may include theoretical, geographic, or other designations current in the profession, and should be determined

through discussion between the student, adviser & committee). Students should use the bibliographic format appropriate to their subfield (often but not always Chicago format). Bibliographies will be cumulative, meaning that new entries will be appended to them each semester. Committees may request that students include additional citations (e.g., readings from courses they have taken, a wider range of foundational or classic works, etc.) that are not annotated within their bibliographies, to help provide fuller context for the annotated references. Approximate numbers of annotations are as follows:

- for **first year** students: 3 topical areas with 5 key annotated references in each
- for **second year** students: 3-4 topical areas with 6-10 key references in each

Approximate expected lengths for annotations are 1-2 paragraphs for an article, and 1-2 single-spaced pages for a book.

- iii. their current CV.
- iv. a three-page double-spaced narrative in which the student presents their intellectual trajectory in the MA program to date. This document should address what the student (1) has accomplished; (2) is doing currently and plans for the near future; (3) will have left to do in future semesters, focusing on specific theoretical and technical competencies (e.g., mastering a specific literature or topic, learning a language, becoming proficient in GIS or statistical analysis) that are necessary in order to prepare for advancement to candidacy and dissertation research.

Students will work closely with advisors when selecting portfolio papers, writing narratives, and writing CVs.

c. Option to Petition

Any requirement of the M.A. program may be appealed by petition.

d. Responsibilities

The student is responsible for becoming informed about Graduate College deadlines and degree requirements. Appropriate materials are available from the Office of the Dean of the Graduate College in Gilmore Hall, and the Graduate College Manual (see <https://www.grad.uiowa.edu/current-students>).

D. Evaluation Procedures and Mechanisms

1. First Year Evaluations

a. Formative assessment of portfolios:

At the end of the first year, students and committees will meet during finals week to discuss portfolio content.

This discussion will be a formative assessment of the portfolio in which committees can offer feedback on the contents, including advice for future writing, coursework, research and attainment of key competencies.

Students should take notes during this meeting and afterward send their committee members a brief document outlining any key changes or additions to their future plans (as described in their narrative) that developed from this meeting.

Students will also receive, at the end of spring semester, an annual progress review letter from their committee chair and the DGS which incorporates information from both the portfolio meeting and the annual departmental review of graduate students (conducted by the faculty each spring). These letters provide feedback on performance in coursework, research, teaching assistantships, and general professional development. Committee chairs should submit a copies of these letters to Beverly Poduska for the department's records.

b. The student may be dismissed from the program at the end of the first year.

Performance resulting in this recommendation consists of a grade of C+ or lower in two or more courses during the first year or other evidence of demonstrably unsatisfactory performance in graduate-level academic work.

c. The student may progress toward an M.A. degree.

The basic but not exclusive criterion for this recommendation is a grade point average of at least 3.0 over all courses taken.

2. Faculty Expectations

The faculty assumes that the great majority of candidates admitted to the graduate program will perform well, and expects that only a very few students will fail to measure up to the department's standards once they have been admitted. When this occurs, however, the faculty will not hesitate to recommend that the student be dismissed from the program.

3. Second Year

a. **Deadlines**

It is expected that full-time students will complete the M.A. requirements by the end of the fourth semester. If the degree requirements have not been completed

by the end of the sixth semester of full-time registration, the student will be put on probation during the annual review. No full time student may continue in the graduate program if the M.A. degree requirements are not completed by the end of the seventh semester of full time registration. Adherence to this timetable is important in funding considerations.

b. M.A. Final Examination—Summative Assessment of Portfolios:

At the start of the semester in which a student intends to graduate, a Non-Doctoral Plan of Study form and a Request for Final Examination form must be filed with the Graduate College on behalf of the student. Committee chairs need to consult with Beverly Poduska, who will initiate the forms to be approved by the Director of Graduate Studies and the Dean of the Graduate College.

During this semester, students and committees will meet to review and discuss portfolio content. Students and committee chairs should insure that the meeting takes place in time for submission of the Report of Final Examination form by a deadline normally in late April. The Report of Final Examination form must be signed by all committee members and the DEO/DGS, and given to Beverly Poduska for submission to the Graduate College. This Report documents that the student has completed all requirements for the MA degree.

Students will designate one paper from their portfolio that most closely reflects their future research interests, for comprehensive review and written feedback from all committee members. This paper should demonstrate clear evidence of the student's ability to craft productive questions that engage in ongoing scholarly conversations about the topic at hand.

The committee will evaluate the students' work, in terms of whether it demonstrates successful acquisition of MA-level anthropological training relevant for the student's subfield, how well it has prepared him/her for the comprehensive examination and dissertation research, and whether the student has followed plans outlined in prior meetings.

Based on this evaluation, committees may

- award the M.A. with admittance to the Ph.D. program.
- award a terminal M.A. without admittance to the Ph.D. program.
- decline to award the M.A. and dismiss the student from the program.

As in the first year, second year students will receive, at the end of spring semester, an annual progress review letter from their committee chair and the DGS which reflects information discussed at both the portfolio/committee meeting and the annual departmental review of graduate students conducted by the faculty each spring. Committee chairs should submit a copies of these letters to Beverly Poduska for the department's records.

E. Cultural Resource Management Focus

Most archaeological excavations and surveys are conducted as cultural resource management (CRM), so it is essential that all researchers who work with archaeological data and individuals committed to site preservation have a basic understanding of CRM. Students who select this focus area learn about the field and how to address related ethical issues as well as technical and theoretical challenges.

Students must complete the archaeological core graduate seminar. They also must complete a research paper, which is an archaeological study with a substantive data analysis directed toward an explicit archaeological research problem, suitable to meet the section three requirement for the [Registry of Professional Archaeologist](#) application form.

The cultural resource management—archaeology focus requires a total of 30 s.h., including 24 s.h. of course work and 6 s.h. of independent research credit.

Required Courses – both of these courses:

ANTH 3240 CRM Archaeology: Practice/Practicalities	3 s.h.
ANTH 5201 Seminar: Archaeological Theory and Method	3 s.h.

Area Electives – two of these courses:

ANTH 3243 Archaeology of the American Midcontinent	3 s.h.
ANTH 3257 North American Archaeology	3 s.h.
ANTH 3258 Southwestern Archaeology	3 s.h.
ANTH 3260 Pleistocene Peopling of the Americas	3 s.h.
ANTH 3265 Archaeology of the Great Plains	3 s.h.

Technical Electives – four of these courses:

ANTH 3207 Animal Bones in Archaeology	3 s.h.
ANTH 3208 Archaeological Methods	3 s.h.
ANTH 3237 Politics of the Archaeological Past	3 s.h.
ANTH 3241 Lithic Analysis in Archaeology	3 s.h.
ANTH 3255 Introduction to Archaeological Ceramics	3 s.h.
ANTH 3295 Field Research in Archaeology (or equivalent experience)	3 s.h.
ANTH 3305 Human Osteology	3 s.h.
ANTH 4620 Approaches to Geoarchaeology	3 s.h.

Independent Research – 6 s.h. from the following:

ANTH 6005 Independent Study: Anthropology	arr.
ANTH 6010 Research: Anthropology	arr.

IV. THE PH.D. PROGRAM IN ANTHROPOLOGY

A. Objectives

The Ph.D. program represents a balance between general competence in the four subfields of anthropology obtained at the M.A. level, and specialized professional competence in one or more of the four subfields. Receiving the Ph.D. reflects the accomplishment of professional-level skills in conducting independent research, as well as knowledge and skills necessary for teaching.

Doctoral education is guided by a Ph.D. committee composed of members of the faculty competent in the particular areas and topics chosen by a student. Ph.D. students also may elect to pursue an optional concentration in either feminist anthropology or paleoanthropology.

The doctoral program includes an integrated process of progressively developing and completing reading lists, developing and submitting research proposals to funding agencies, developing and defending a dissertation prospectus, and writing two comprehensive exam essays. Upon successful completion of the comprehensive examination and the dissertation prospectus, a student advances to candidacy for the Ph.D. To then complete the Ph.D., all doctoral candidates are required to conduct independent anthropological research, write a dissertation, and defend it.

For students who enter the doctoral program with an existing M.A. in anthropology or a closely related field, the faculty develop an individualized program of study based on a student's existing course work and goals.

Working in concert with their advisor and committee, students in the doctoral program are encouraged to submit their strongest works (ideally including those based on original research completed in previous summers) for publication.

B. Program of Study

Students must constitute a full doctoral committee by the start of year in which they intend to advance to candidacy (normally the third year in the graduate program, for students entering the program without an MA--students with a previous MA who enter the PhD program directly usually complete one year of coursework and begin the advancement to candidacy process the following year). While advancing to candidacy, students will:

- a) continue to take relevant graduate-level coursework and/or coursework to develop knowledge or specific research skills (e.g., foreign language, statistics, etc.) necessary to complete their dissertation research, as determined in consultation with their advisor and committee;

- b) complete a Responsible Conduct of Research (RCR) course (ANTH 5005 or an equivalent course in another department, approved by their doctoral committee), if they have not already done so (see section III B above, Research Ethics and Institutional Review Board (IRB) approval, for more information)

Also during this year, students will complete the following tasks (in an order determined in consultation with their advisor and committee):

In one semester:

- Produce two comprehensive essays, written in six weeks each with a break of one week in between;
- Confirm sponsors at proposed fieldsites and finalize other permissions needed for research (e.g., Institutional Review Board) or grant applications

In the other semester:

- Complete and defend a dissertation proposal
 - All students are required to take ANTH:7110 Research Design & Proposal Writing, normally offered in fall semesters, either before or during their comprehensive examination year
- Continue to complete and submit grant proposals to support their dissertation fieldwork (see Appendix A below for more information about common internal and external funding opportunities)
- Confirm sponsors at proposed fieldsites and finalize other permissions needed for research (e.g., Institutional Review Board) or grant applications

C. Requirements

1) Hours

A minimum of 72 hours beyond the B.A. This is a Graduate College requirement.

2) Required Courses

Students must take at least one theory course beyond the course they took to fulfill the M.A. requirements in the subfield in which they are specializing. This course may in practice be taken at the M.A. level, before actually advancing to the Ph.D. It should be chosen from one of the following lists:

Sociocultural Anthropology

ANTH 5101 Seminar: Sociocultural Anthropology	3 s.h.
ANTH:5135 Space, Place, and Identity	3 s.h.

ANTH 6410 Seminar: Semiotics 3 s.h.

Most graduate seminars offered in the Feminist Anthropology concentration (see below) can also be used to fulfill this requirement.

Linguistic Anthropology

ANTH 5401 Seminar: Linguistic Anthropology 3 s.h.
ANTH 6410 Seminar: Semiotics 3 s.h.
ANTH 6415 Seminar: Language, Gender, and Sexuality 3 s.h

Archaeology

ANTH 3237 Politics of the Archaeological Past 3s.h
ANTH 5201 Seminar: Archaeological Theory and Method 3 s.h

Biological Anthropology

ANTH 3308 Human Variation 3 s.h.
ANTH 3310 Primate Behavior: Sex Lives of Apes & Monkeys 3 s.h
ANTH 3325 Human Evolutionary Genetics 3 s.h.
ANTH 4315 Human Evolutionary Anatomy 3 s.h.
ANTH 5301 Seminar: Biological Anthropology 3 s.h.

3) Feminist Anthropology Concentration

The Feminist Anthropology Concentration offers graduate students at the University of Iowa a mechanism for achieving broad training in an area of specialization that has grown dramatically in recent years and that both enhances and draws from other theoretical approaches in Anthropology. Any of the courses offered in Feminist Anthropology may be taken by graduate students in Anthropology (or from other departments) who wish to explore particular aspects of the field. Those who complete the full Concentration may indicate this achievement of specialized knowledge on their *curricula vitae*.

Coursework in Feminist Anthropology emphasizes feminist perspectives, theories, methods, and analytic techniques within the discipline of anthropology. Such coursework improves students' marketability in academia, both in Anthropology and in other fields, especially Women's and Gender Studies, and also helps to prepare students for careers in applied/public anthropology.

Feminist Anthropology was formerly offered to students within the rubric of a specialized "track" to be completed at the MA level. Courses completed in the old system will count for the Concentration. All students have the option of including feminist courses within their training to whatever extent is appropriate for their particular interests.

Requirements

Graduate students from Anthropology will take 15 s.h. of coursework in the Feminist Anthropology concentration in addition to their regular core requirements. Courses for the Feminist Anthropology Concentration may fulfill requirements for graduate electives in the Anthropology Department. Students from other departments are welcome in the courses and need not take other coursework required of Anthropology students.

These 15 s.h. should be divided among graduate seminars and elective courses as shown below. Students can also petition for other courses (in Anthropology or other departments) to count towards the concentration in Feminist Anthropology, if the course and/or their work for the course included significant relevant content. These petitions will be reviewed by Feminist Anthropology faculty.

The following list of approved courses in Feminist Anthropology specifies how students should divide 15 s.h. among graduate seminars and elective courses. Course numbers and titles are followed by the names of the primary faculty members who usually teach them. This list is subject to change.

Graduate Seminars

(6 s.h. minimum; additional seminars can count as electives)

ANTH:6125 Seminar: Feminist Ethnography

ANTH:6415 Seminar: Language and Gender and Sexuality

Elective Courses

(9 s.h.; can include graduate seminars as noted above)

ANTH:2108 Gendering India

ANTH:3140 Feminist Anthropology

ANTH:3300 Mothers and Motherhood

ANTH:4140 Feminist Activism and Global Health

4) Paleoanthropology Concentration

The paleoanthropology concentration offers broad training that combines archaeology and biological anthropology, two traditional subfields of anthropology important in understanding the biocultural factors that have been critical in human evolution. The concentration combines course work in both biological and archaeological anthropology, complementing the specialized training that students from either subfield receive in their own specialization.

Paleoanthropology courses emphasize integration of biological and cultural factors in the evolution of hominid species up to and including modern humans. They encompass primate and human evolutionary anatomy, technology and subsistence in Paleolithic archaeology, and modern human hunter-gatherers. Those who complete the Concentration may indicate this achievement of specialized knowledge on their *curricula vitae*.

Requirements

Paleoanthropology students take 15 s.h. of course work in the concentration in addition to their regular core requirements. The 15 s.h. should be divided between graduate seminars and elective courses as noted below. Students may choose core seminars to fulfill requirements for both the M.A. general course work and the paleoanthropology concentration. The following list of approved courses is subject to change; contact the Department of Anthropology for updates. Students may petition to count other courses in anthropology or other disciplines toward the concentration, if the courses or the students' work in them includes significant relevant content. Petitions are reviewed by the paleoanthropology faculty.

Required Graduate Seminars:

ANTH:5201 Seminar: Archaeological Theory and Method

ANTH:5301 Seminar: Biological Anthropology

Elective Courses:

ANTH:3260 Pleistocene Peopling of the Americas

ANTH:3305 Human Osteology

ANTH:3325 Human Evolutionary Genetics

ANTH:4315 Human Evolutionary Anatomy

5) Foreign Language

All doctoral candidates must demonstrate reading and/or speaking knowledge of one foreign language. The manner in which this requirement is to be fulfilled will be determined by the members of the student's committee. Students must meet this requirement before beginning dissertation research.

6) Research Methods & Data Analysis

All doctoral students are required to complete training in appropriate research methods for their field of study, which often includes coursework both inside and outside of the Department of Anthropology. Students are encouraged to begin taking these courses in their Master's Program, i.e., during the first two years of graduate study.

Common examples of courses in research methods within Anthropology include:

ANTH 3208 Archaeological Methods

ANTH 3241 Lithic Analysis in Archaeology

ANTH 3295 Field Research in Archaeology

ANTH 3305 Human Osteology

ANTH 6115 Ethnographic Field Methods

All doctoral students are also required to take ANTH 5110 Anthropological Data Analysis or another course in statistics by the time that they complete their advancement to candidacy.

7) Relevant Courses

Doctoral students are advised to take all lecture courses and seminars relevant to the areas they will cover in their essays (the comprehensive examination—see section IV.B.7.c).

8) Non-Anthropology courses

A total of 18 hours of non-anthropology courses may count toward the minimum of 72 hours required for the Ph.D. The 18 hours include the 9 hours at the M.A. level and are not in addition to them.

9) Independent Study Courses

Beyond the M.A. degree, no more than 9 additional semester hours of ANTH:6005 Independent Study may count toward the Ph.D. degree.

10) The Comprehensive Examination Process/Advancement to Candidacy

The process of completing a Ph.D. consists of several phases. Students should work closely with their advisers and committees at all stages. The comprehensive examination consists of two parts: (a) research prospectus defense, and (b) comprehensive essays. The order of the two parts will be at the discretion of the student's chair and committee, to meet variable educational needs of the student. For students entering the graduate program without an MA, one of these is normally done during first semester of the first year post-MA, and the other during the second semester of that year; students entering with an MA normally complete one year of coursework, and complete the comprehensive examination during the following year. The comprehensive exam process will not be complete until the student has successfully passed both parts, regardless of the order in which they are completed. Note: Students who have outstanding incomplete (I) grades in their courses will not be able to move on to the comprehensive exam until these are resolved.

Graduate students must have a Doctoral Plan of Study form and a Request for Doctoral Comp Examination form filed with the Graduate College at the start of their doctoral comprehensive process. Committee chairs need to consult with Beverly Poduska who will initiate the forms. These forms require that the student have an approved doctoral committee.

a. Prospectus and Defense

During one semester, the student prepares a formal dissertation prospectus (not to exceed 30 pages). To learn necessary skills for this form of writing, all students are required to complete ANTH:7110 Research Design & Proposal Writing, normally offered in fall semesters; this

course can be taken either during or prior to the year of a student's comprehensive examination process.

The dissertation prospectus should present a research question that contributes to ongoing discussions in anthropological scholarship, explain the background and significance of the question, and describe the methods that the student plans to use to answer it. While committees and timelines vary, for many students committee feedback offers specific ideas for improving the prospectus before the student submits grant proposals to funding agencies.

Students are therefore expected to work closely and communicate regularly with their adviser/chair and committee members to produce an acceptable prospectus. Communication and time management problems at this stage are likely to impact future timely completion of the dissertation, unless resolved quickly. Evidence of such problems may result in rescheduling the prospectus defense, multiple committee requests for revision, and/or failure to pass the comprehensive exam and advance to candidacy.

Defense: The student defends their prospectus before their Ph.D. committee by the end of the final exam period of that semester. The defense is also open to other students and faculty who may wish to attend. At least one week prior to the defense, copies of the student's dissertation prospectus should be made available to all committee members and a hardcopy should be provided in the department office. At this time, the committee chair should email the full department faculty and graduate students about the time and location of the defense and title of the prospectus.

Following the research prospectus defense, the Committee Chair must provide a hardcopy of student's prospectus that was approved by the committee for the student's department file.

Remedies for less than satisfactory work: In evaluating the prospectus, committee members decide upon the nature of any additional work that is required for its satisfactory completion. This may involve oral discussion, a formal re-writing of the prospectus (which may extend the overall timeline for advancement to candidacy), or some other option.

b. Comprehensive Essays

During the other semester of the comprehensive exam/advancement to candidacy year, the student will prepare two comprehensive essays: one in the geographical area of specialization and the other in the primary topical area of specialization. In some subfields and for some projects, a geographical area may not be relevant and the student will focus on two topical areas. Each paper will address a question posed by the committee in consultation with the student. The department recommends that each student and committee chair compile feedback from all committee members on proposed reading lists for each question, prior to the student beginning

the writing process.

Comprehensive exam essays should combine factual knowledge and comprehension with analysis, evaluation and synthesis. In other words, they should: demonstrate control of a body of information (knowledge and comprehension), critique a major problem or debate (application and analysis), develop a position on an issue and provide an explanation or theoretical justification for the position (evaluation and synthesis). Essays therefore document the student's ability not only to characterize key lines of academic inquiry in a given area, but also to identify points where new research questions might constructively enter into these conversations.

Given how such writing provides a test of student skills and readiness to conduct independent research for the dissertation, students should complete the thinking and writing involved independently. As such, students may not discuss the exam with members of their committee or others during the exam period. To gain familiarity with the types of thinking and writing involved in such analytical review essays, students are encouraged to consult articles in the *Annual Review of Anthropology* as general models for both form and content.

Length: In general, each paper should consist of no more than 30 double-spaced pages (approximately 250 words/page). The minimum length will be determined by each committee in consultation with the student. Certain questions might be better treated by two or three smaller essays rather than one large one; in such cases the total length should not exceed 35 pages for either of the two areas. The question to which each essay responds should appear at the top of the first page.

Administration of Exam: Comprehensive essay questions are formulated by the committee. On the start date for each question, the Committee Chair emails the question (including the due date & time, and any specific instructions) directly to the student and cc's Beverly Poduska for the student's department file. The student emails the completed written essay directly to the Committee Chair by the designated due date, and cc's Beverly Poduska for the student's department file. The Committee Chair forwards the written essay directly to committee members and provides instructions regarding its evaluation.

The completed essays are due to the Committee Chair no later than the end of the eighth week for the first question and by the end of the fourteenth week for the second question. A typical fall semester schedule: Complete Question 1 in weeks 2-8; take week 9 off; then complete Question 2 in weeks 10-16 (week 14 is normally Thanksgiving break, so committees move the due date to Wednesday or Friday of week 16 = last week of classes). A typical spring semester schedule: Complete Question 1 in weeks 2-8; take week 9 off (this is normally spring break); complete Question 2 weeks 10-16 (week 16 = last week of classes). Due dates are firm and extensions are not possible except in case of severe personal illness or emergency.

Reading and Evaluation: Committee feedback on a doctoral student's comprehensive essays is normally provided during a committee meeting held during

finals week that semester. The Committee Chair must provide a summary of the committee's evaluation of the student's completed essays for the student's department file if the written essays precede the completion of the prospectus.

Remedies for less than satisfactory work: In evaluating each essay, if the committee determines that the work is less than satisfactory, it will then decide upon the nature of the additional work that is required for satisfactory completion. This may involve oral discussion, a formal re-writing of the essay (which may extend the overall timeline for advancement to candidacy), or some other option.

These two parts, the prospectus defense and the examination essays, together constitute what the Graduate College defines as the "doctoral comprehensive examination." Results of satisfactory, satisfactory with reservations, or unsatisfactory performance should be reported to the Graduate College within 14 days after both parts are complete. To do so, a [Report for Doctoral Comprehensive Examination](#) form must be signed by all committee members, the Committee Chair, and the DEO/DGS and given to Beverly Poduska to be submitted to the Graduate College.

In cases where remedies for less than satisfactory work are required, two or more committee members designate "reservations" as their evaluation on the Report form. The Committee Chair then consults with the DGS to develop a letter to the student describing the scope and timeline for the additional work that the student needs to complete. The Report and this letter are then submitted to the Graduate College. When the student completes the revisions or other required work, the Committee Chair compiles new evaluations from committee members (an additional committee meeting is not required), and works with the DGS to update the Graduate College on whether or not the student's work now meets faculty expectations. (See more information at: <https://www.grad.uiowa.edu/manual-part-1-section-xii-doctors-degrees>).

The Report for Doctoral Comprehensive Examination form represents the formal evaluation of both parts of a student's doctoral comprehensive examination process. If successfully completed, the student will advance to candidacy (i.e., achieve post-comprehensive "ABD" status), and will begin work on their dissertation research. If two or more committee members designate the student's overall performance in the comps process to be "unsatisfactory" (i.e., as having no feasible remedy), however, then the student will not advance to candidacy. As the Graduate College manual states, in this case "the committee may grant the candidate permission to attempt a reexamination not sooner than four months after the first examination. The examination may be repeated only once, at the option of the department" (<https://www.grad.uiowa.edu/manual-part-1-section-xii-doctors-degrees>).

11) Dissertation

All doctoral candidates are required to conduct original anthropological research. Students typically conduct dissertation research after advancement to candidacy. Dissertations are

usually based on ethnographic fieldwork, archaeological excavations, or laboratory analysis. Some are based on archival collections or other source materials.

Students are responsible for obtaining all necessary research permissions and when applicable, [Human Subjects Office/Institutional Review Board](#) approval (see also section III B above, Research Ethics and Institutional Review Board (IRB) approval).

Post-comprehensive doctoral students are also required to take [ANTH 7501 Dissertation Writing Seminar](#), to develop productive writing strategies and facilitate the timely completion of the dissertation. This course is offered in alternating spring semesters and taught by the DGS. Students who are writing from off-campus can arrange with the instructor to participate in class meetings online.

Early in the process of writing the dissertation, the chair of the student's committee, after receiving a detailed and acceptable outline of the dissertation, will arrange for the student and his/her entire committee to meet. At that time, committee members will discuss their priorities and expectations for the dissertation writing process. Some committees may wish to have chapters first submitted and approved by the committee chair before being sent to other members of the committee, while others may prefer to have the full committee receive chapters at the same time. Individual committee members may also wish to receive in-progress drafts, or to wait to review a complete dissertation draft. Whichever procedure is followed should be clearly communicated to the student and the entire committee.

Committee chairs schedule dissertation defenses after receiving feedback from all committee members, and no defense should occur until all committee members have indicated their satisfaction with a complete draft and have agreed that only minor revisions need to be undertaken prior to the final deposit. One practice recommended by a number of Anthropology faculty: As a full draft of the dissertation is nearing completion, the student prepares a detailed chapter outline and circulates it to the committee. Committee members review it, ask for clarification as needed--and if interested, request to review drafts of one or more specific chapters. This review/feedback process helps the student and committee chair to confirm the point at which all committee members are satisfied that only minor revisions are needed—and also, provides an opportunity to cancel/reschedule a planned defense, should it become evident that the dissertation still requires substantial work.

Defenses should be scheduled in time to meet deposit deadlines set by the Graduate College: Final deposit dates are normally in late April (for spring graduation) and late November (for fall graduation). As such, good target dates for defenses are March/early April for spring graduation and in October/early November for fall graduation. If a student and committee are unable to schedule a spring defense until May, a summer graduation (with substantially reduced fees for summer registration) is possible if the student is able to meet a deposit deadline of mid-May; please consult with the DGS and/or Beverly Poduska, for more information about this option.

Once a defense has been scheduled, a clean copy of the dissertation must be placed in the department office for circulation to the faculty at least one week prior to the defense date.

The Graduate College has established a rule requiring completion of the dissertation within a five-year period after advancement to candidacy. If the dissertation is not completed in this time period, but the student is making good progress, the advisor and DEO/DGS can make a recommendation to the Graduate College for a 1- year extension. Letters requesting extensions should address the reasons for delays, and how these issues are being/have been addressed. Only one 1-year extension will normally be endorsed by the faculty.

Students who are unable to complete the dissertation after an extension will be dismissed from the doctoral program. If, after dismissal, the student completes a full draft of the dissertation, it is possible to complete the Ph.D. so long as several contingencies are met. First, the student must be able to constitute a viable dissertation committee, and the committee members must agree that the draft is defensible. Second, depending upon the length of absence from the program, the student may need to reapply to the program through the Office of Admissions. Third, if the program accepts the reapplication, the student will then need to fulfill continuous post-comprehensive registration policy of the Graduate College by paying back tuition and fees for the semesters in which they were not enrolled (normally at the rate of 1 s.h. tuition and fees per semester). Only after this financial requirement has been met will the Graduate College consider a petition from the Department to reinstate the student's post-comp status. The Graduate College may or may not grant that petition. If all of the foregoing is successful, a defense can be scheduled.

If the petition to reinstate post-comp status is denied by the Graduate College or if the Department chooses not to petition the Graduate College to extend the student's post-comp status, the student will need to retake the comprehensive exam in order to progress to the dissertation defense.

Appendix A

Funding resources for Anthropology graduate students

The Department of Anthropology is working to develop online access to copies of past successful proposals by our graduate students (especially to common funding agencies like National Science Foundation, and Wenner-Gren Foundation for Anthropological Research) for current graduate students. While we work to get this system up and running, please consult the Director of Graduate Studies and/or your advisor for copies of past applications.

This 2015 blog posting offers some practical and good-humored advice about grantwriting for anthropology graduate students: <http://www.howtoanthropology.com/blog/2015/7/27/how-to-finish-a-successful-nsf-ddrig-proposal>

- 1) **“INTERNAL” funding opportunities** are those available through your institution,

and are normally much easier to get than (often nationally-competitive) external funding opportunities.

Some of the internal funding opportunities below are open to all graduate students, while some have specific requirements (e.g., U.S. citizenship, nomination by department) and/or focus on specific phases of graduate education or types of activities (e.g., research or travel).

- 2) **“EXTERNAL” funding opportunities** are those available outside your institution—i.e., from federal agencies, foundations and other sources. These are normally highly competitive. As such, when the eligibility rules allow you to apply more than once, you should plan on doing so (successful grantwriters at all levels revise and resubmit grants frequently, rather than getting them on the first try).

UI’s Graduate College is working to support and promote more external funding applications by graduate students: <https://www.grad.uiowa.edu/grants-and-fellowships>

By using the support/consultation services of “Grad Success” while writing a proposal for a nationally competitive fellowship, and submitting one extra form, you can be selected to receive a \$500 incentive award. Find out more at:

<https://spark.adobe.com/page/dBAE7/>

UI’s Graduate College is also working to build “fellowship communities” that connect prospective applicants to a given agency with faculty who have served on review committees there and/or mentored previous student awardees. Information about associated agencies and upcoming events is available at:

<https://spark.adobe.com/page/j8xwe/>

As will internal funding opportunities, some external funding opportunities are open to all graduate students, while others have specific requirements (e.g., U.S. citizenship, geographic settings, topical focus) and/or focus on specific phases of graduate education (e.g., fieldwork/data collection).

Conference and/or research travel

INTERNAL SOURCES:

[Graduate & Professional Student Government](#) provides grants for individual graduate and professional students enrolled at the University of Iowa. Awards include up to \$500 for travel to conferences and workshops. GPSG has an annual cycle of approximately 6 deadlines for proposals (see their website for current details).

[Graduate Student Senate Travel Awards](#) providing funding to support travel to conferences and workshop. GSS has an annual cycle of approximately 6 deadlines for proposals (see their website for current details).

[Global Health Studies Conference Travel Awards](#) provide a \$500 award to attend a U.S. or foreign global health conference or meeting. All students can apply, but preference will be given to students in the GHSP certificate program.

Center for Global & Regional Environmental Research offers [Graduate Student Conference Travel Awards](#) to graduate students of CGRER member faculty (see a current list of Anthropology and other faculty members [here](#)) who are presenting work on projects related to global change and environment. Applications deadlines are currently twice a year, in mid-January and mid-July.

EXTERNAL SOURCES:

Be sure to check with any organization sponsoring a conference to see whether they offer graduate student travel grants (many do).

Sub-groups within major organizations, like the American Anthropological Association, also commonly offer conference travel grants—for example, the Association for Feminist Anthropology in AAA offers the Zora Neale Hurston AAA Travel Award for attending the AAA annual meetings:

<http://afa.americananthro.org/zora-neale-hurston-aaa-travel-award/>

Support for research

INTERNAL SOURCES:

Center for Global & Regional Environmental Research offers [research travel grants](#) to graduate students of CGRER member faculty (see a current list of Anthropology and other faculty members [here](#)) who are working on projects related to global change and environment. Applications are currently due in late May each year.

[Graduate & Professional Student Government](#) provides grants for individual graduate and professional students enrolled at the University of Iowa. Awards include up to \$1500 to support expenses for research at any stage. GPSG has an annual cycle of approximately 6 deadlines for proposals (see their website for current details).

[Stanley Graduate Awards for International Research](#), administered by International Programs, provide \$1,000 and \$2,500 to help cover travel expenses for students “who are in the early stages (pre-proposal stage only) of conducting research abroad for master theses or doctoral dissertations.” Deadline is currently in early February annually.

The [Graduate Student Senate Supplemental Travel Award](#) “offers limited funds to pay a portion of both domestic and international travel expenses for graduate students who must travel for the completion of a graduate project. This includes research (archive usage, equipment usage off site), interviews (research related), investigation (for a

book writing), on location filming, etc. The funds are provided by the Graduate College and allocated by the Travel Funds Committee to deserving applications at two deadlines throughout each fiscal year,” currently in December and [can’t locate the second time].

The [Post-Comprehensive Research Awards](#), administered by the Graduate College, provide one-semester opportunity for doctoral students of protected and supported time to pursue their scholarly research, in the first or second semester after they advance to candidacy. Departments/programs nominate selected candidates for consideration for this award through two proposal cycles annually. Deadlines for nominations are currently in October and March.

[T Anne Cleary International Dissertation Research Fellowships](#), administered by Graduate College, support dissertation research outside of the U.S. Awards can be up to \$5,000. Deadline is currently mid-February each year.

[Graduate College Summer Fellowships](#) support summer dissertation research and/or writing for students who have advanced to candidacy, and includes a \$4000 stipend, tuition scholarship and partial payment of fees. Students employed as teaching assistants in the preceding academic year have priority. Students can receive this award up to 2 times. Deadline is currently in mid-March annually.

EXTERNAL SOURCES:

American Anthropological Association list of external funding agencies available for graduate students:

<http://www.americananthro.org/LearnAndTeach/Content.aspx?ItemNumber=1906#national>

UI’s Graduate College offers information and support for external funding applications:

<https://www.grad.uiowa.edu/grants-and-fellowships>

UI’s Division of Sponsored Programs lists external funding opportunities for graduate students (many are not relevant to anthropology, but some are):

<https://dsp.research.uiowa.edu/graduate-and-professional-student-funding>

Specific agencies/awards—highlighted by our faculty from the lists above

National Science Foundation: Graduate Research Fellowship Program (open to master’s and doctoral students, provides 3 years of generous support for graduate study) <https://www.nsfgrfp.org/> [after 2016 will only allow one application per student, so developing research plans your first year and/or collecting pilot data during your first summer → applying during the fall of your 2nd year will make the best sense for most doctoral students]

National Science Foundation: Doctoral Dissertation Improvement Grants (for dissertation fieldwork)

Archaeology:

https://www.nsf.gov/publications/pub_summ.jsp?ods_key=nsf15554

Biological Anthropology: <https://www.nsf.gov/pubs/2017/nsf17506/nsf17506.htm>

Cultural Anthropology (includes linguistic anthro):

<https://www.nsf.gov/pubs/2015/nsf15556/nsf15556.htm>

Wenner-Gren Foundation for Anthropological Research: Dissertation Fieldwork Grants <http://www.wennergren.org/programs/dissertation-fieldwork-grants>

Ford Foundation (offers predoctoral and dissertation research awards, to support greater diversity among future teaching faculty):

<http://sites.nationalacademies.org/pga/fordfellowships/index.htm>

Leakey Foundation (for dissertation research relevant to human origins)

<https://leakeyfoundation.org/grants/research-grants/>

National Institutes of Health, dissertation funding sources [“AHRQ” grants in health services research tend to be most relevant to most grad students in medical anthropology, but there are specific populations and health topics listed here too that could also be relevant] http://grants.nih.gov/funding/searchGuide/nih-guide-to-grants-and-contracts.cfm?searchTerms=dissertation&PAsToo=1&Expdate_On_After=&RelDate_On_After=&RFAsToo=1&NoticesToo=0&OrderOn=RelDate&OrderDirection=DESC&Activity_Code=&Activity_Code_Groups=&PrimaryICActive=Any&View=&status=1

Sigma Xi: Small grants (\$\$400-\$1000) for travel to field sites and equipment/supplies <https://sigmaxi.fluidreview.com> [your advisor doesn't need to be a member of Sigma Xi, but 75% of the grants are earmarked for students whose advisors are -> ask your advisor about this]

Dissertation writing

INTERNAL SOURCES:

The [Ballard and Seashore Dissertation Fellowships](#) from the Graduate College provide one semester of support for completing dissertation writing. Awards are \$10,000.

Departments/programs nominate selected candidates for consideration for this fellowship; for our department, students should have made substantial progression on the dissertation (i.e., have a near-complete full draft completed, such that revision and scheduling the defense are the major remaining tasks). There are two application cycles each year, with deadlines currently in October and March.

The [CLAS Dissertation Writing Fellowship](#), administered by the College of Liberal

Arts & Sciences, has just launched in 2016 and provides one semester of support for completing dissertation writing. Awards are \$11,250. Departments/programs nominate selected candidates for consideration for this fellowship; standards are the same as for the Ballard/Seashore Fellowship above. Applications are due in mid-October and awards cover from part of May through December the following year.

See also “Graduate College Summer Fellowships” above

EXTERNAL SOURCES:

American Association of University Women, American Fellowships: Dissertation Fellowships: For women scholars in any field, supports final year of dissertation writing <http://www.aauw.org/what-we-do/educational-funding-and-awards/american-fellowships/af-dissertation-application/>

American Council of Learned Societies offers fellowships to support a final year of dissertation research and writing <https://www.acls.org/research/acf.aspx?id=800>

Center for Engaged Scholarship offers a dissertation writing fellowship for “Ph.D. students in the social sciences whose work is of high quality and has the potential to contribute to making U.S. society less unequal, more democratic, and more environmentally sustainable” http://cescholar.org/assets/files/The_CES_Fellowship_for_PDF-With_Image.pdf