

RICE ANTHROPOLOGY GRADUATE STUDENT HANDBOOK

REQUIREMENTS, PRIVILEGES & EXPECTATIONS

*Revised July 2018

I. REQUIREMENTS FOR PHD CANDIDACY AND ATTAINMENT OF THE PHD IN SOCIOCULTURAL ANTHROPOLOGY

I. Required coursework.

(a) To complete sufficient graduate coursework for the PhD students are expected to be enrolled in a full load of coursework each semester (3 courses of 3 units each) for the first three years of their program. Once advanced to candidacy, all students should enroll in 9 hours of ANTH 800 each semester and during the summer through the completion of the Ph.D. All of the requirements for PhD candidacy (and thus eligibility for an automatic M.A.), must be completed no later than the end of the eighth semester of enrollment in the program. Please see Appendix A for further details on Enrollment Requirements and stipend disbursement.

(b) Undergraduate courses, including language courses, cannot be utilized to satisfy graduate coursework.

(c) Sociocultural graduate students must take at least four courses within the Anthropology Department that are designated as 400/600 or 300/500 level courses (in addition to the seven designated courses listed below); this is a total of eleven required graduate courses in the program.

Sociocultural graduate students must take the following seven designated required courses:

ANTH 506 History of Anthropological Ideas

ANTH 507 Anthropological Directions from Second World War to the Present

ANTH 601 Proseminar/Ethnographic Research Methods

ANTH 602 Anthropology Proposal Writing Seminar

ANTH 650 Pedagogy (see Appendix A for further details on ANTH 650)

ANTH Independent Study I, first semester of third year

ANTH Independent Study II, second semester of third year

* course number will vary according to instructor of the Independent Study, see further details in Appendix A, Third Year Independent Studies.

2. Prior to achieving candidacy, the successful completion of **end-of-year report**. Students will write a 2-3 page (double-spaced) summary of their achievements for the year, any areas of improvement they identify and their plans for the summer and following year. This report is to be emailed to all sociocultural faculty by the second Sunday of April; a faculty panel will be assembled to discuss progress with each student, to be scheduled in advance and held at the end of the spring semester.

3. **Selection of a Candidacy Committee** by the end of spring semester of the student's second year in the program. At least two members of the 3-member candidacy committee must be

regular faculty in the department (tenured or tenure-track). The candidacy committee is often composed entirely of regular faculty in the department.

4. **Submission of a Draft Grant Proposal** on the first day of the fall semester in a student's third year in the program (or following four regular semesters in the program) to the Candidacy Committee. The proposal should be a full draft, developed with all the component elements needed for a competitive extramural grant (e.g. scholarly impact, methods, budget, bibliography).

5. Graduate students have two options for their **PhD Candidacy Assessment**. By the end of the spring semester in their second year, students must decide upon which option they would like to take and share this information with the DGS and their Candidacy Committee. In both cases, students will develop an extensive bibliography, or "reading list" related to their research. Please see Appendix A for further details, in "Qualifying Exams/Essays."

6. An **approved dissertation proposal** of 10-12 pages (double-spaced) is also required to obtain candidacy for the PhD; this is to be submitted to the Candidacy Committee and DGS no later than the last week of the spring semester of the student's third year.

7. For students not bilingual in both English and their field research language, the passing of a **language examination** in the appropriate field research language. If the research is being conducted primarily in English, an examination must be completed in a major scholarly language (such as French, German, or Spanish). The examination period is 90 minutes and must result in (at least) 1,000 words of translation into English. The material for translation must be derived from an academic journal article in anthropology or a closely related social science, and the article must be approved by both the expert evaluator and the DGS prior to the examination. Expert evaluators must be invited by the student themselves and be (a) an expert in the language (such as a college-level language instructor) or a native speaker who holds a Ph.D. (in any discipline).

8. The creation of an undergraduate syllabus on a topic of the student's choosing, to be developed in ANTH 650. The syllabus must be submitted to the DGS and department administrator within 2 weeks after the end of the ANTH 650 semester. Please see Appendix A "Syllabus" for further details on content.

9. The maintenance of **good academic standing**. The departmental requirements for good academic standing are more stringent than those set by the university. The department will consider any student whose cumulative grade point average falls below 3.0 in any semester to be on academic probation. It will dis-enroll from the program any student whose grade point average falls below 3.0 for two consecutive semesters. Good academic standing is also evaluated in the end of year faculty panel and self-report.

FOR ATTAINMENT OF THE PHD

I. Selection of a **Dissertation Committee**. Faculty serving on the dissertation committee should be invited and confirmed by the end of the student's third year. A committee chair should also be named. (When submitting forms for the advancement to candidacy students

must name committee members and submit a tentative title for the dissertation.) The Dissertation Committee *must* include two regular (tenured or tenure-track) faculty in the department and one Rice faculty member from outside the department. Seating an extra-departmental member from outside the university is possible, but must be coordinated well in advance and several restrictions apply. Official signatories for the dissertation will be the two department faculty Dissertation Committee members with the third as the extra-departmental reader. Students must have three Dissertation Committee members, with one additional member possible for a maximum of four.

2. A total of **90 semester hours** of graduate study are required for successful completion of the PhD.

3. Successful **completion of extended fieldwork** with regular reports back to the Dissertation Committee. All students must successfully complete the specific requirements for candidacy before being authorized to undertake sustained fieldwork for the PhD.

4. **Public presentation** of student's research findings in the form of a "mock" job talk in the department colloquium series; scheduling of the talk will be initiated by the student in coordination with the Colloquium Series Committee faculty members. The talk will be formally presented over the duration of approximately 40 minutes to be followed by formal questions and answers.

5. **Successful completion of the dissertation** in accordance with the expectations of the Dissertation Committee. When writing the dissertation, students are to be enrolled in ANTH 800 under the DGS's name to ensure that they will obtain 90 units of graduate course credit required for the PhD. See Appendix A on Dissertation Guidelines.

6. A **public oral defense** of the dissertation material with all faculty Dissertation Committee members present.

II. BENEFITS AND PRIVILEGES

1. Upon entering the graduate program, each student will be paired with one sociocultural faculty member to serve as an initial advisor.

2. Each student will be provided with space in an office; students leaving for the field or who will otherwise be away from campus (officially categorized as "away students") should vacate their offices before they depart and must let the Department Administrator know how long they intend to be away.

3. Students may use our copying and scanning services free of charge, being mindful about excessive use.

4. Students may check out books from the Anthropology Library; please register books removed from the library on the check-out sheet posted near 570A.

5. Students may have an opportunity to teach a course in the department once they have their master's degree (from the department) in hand (and thus have achieved candidacy). In some cases, students with 18 hours of graduate course credit completed, and in good standing in the department, may be invited to teach a course.

6. Students who can provide documentation of their official participation (the presentation of a paper, the organization of a panel, etc.) in an academic conference or other academic venue are eligible for the reimbursement of travel expenses up to \$250.00 once each academic year. These funds are not available only for conference attendance. All requests for funding must be made prior to the event (at least 1 month in advance with suitable documentation) to the department Chair with a cc to the Department Administrator. Please submit receipts for reimbursement promptly after returning from the event. Receipts must be itemized and formal in order to be accepted by the Rice accounting office.

7. Summer research funding will be provided to each graduate student to be used for research expenses incurred during preliminary field work. This is a one-time disbursement (in the amount of \$1500) that is for *pre-candidacy* students and therefore must be used in either the first or second summer of the student's program. Requests for funding must be submitted to the Chair (with a cc to the DGS) by the Tuesday immediately following spring break. The request should be no more than 500 words and must describe how the funding will be used with a short budget showing costs including a sample flight itinerary if applicable.

8. Students may make use of the water cooler, refrigerator and microwave in the department's photocopy/supplies room. Coffee is also available for a donation of 25 cents per cup.

III. EXPECTATIONS

Students are expected to:

1. Attend classes in accord with the schedule of meetings.
2. Be in residence at Rice until they have achieved candidacy and thus have the consent of the faculty to undertake dissertation fieldwork.
3. Attend all department-sponsored talks and dissertation defenses barring exceptional circumstances.
4. Contribute to the collaborative environment by volunteering for committees (e.g. colloquium speakers' committee; website committee; visiting weekend coordination, etc.) and other tasks that may need attention. Students are expected to balance their scholarly work with extracurricular activities.
5. Recognize that the department is invested in cultivating a collaborative, courteous, and nondiscriminatory space. In classrooms, professional offices, and other collegial settings it is expected that graduate students comport themselves in such a way that they do not impede the intellectual and professional development of their peers or negatively affect the collegial dynamics within the department more broadly.

6. Report any concerns wherein a graduate student may feel unsafe, intellectually inhibited, or disconnected from collegial dynamics within the department in any way. Students are welcome and encouraged to contact the Director of Graduate Studies, Department Chair, or other faculty member(s) as soon as possible. Such communications will remain confidential and appropriate support will be immediately sought.

7. Heed and comply with all university deadlines concerning enrollment and the submission of required forms. It is the responsibility of students to be informed about deadlines and requirements.

IV. PROTECTIONS

Rice encourages any student who has experienced an incident of sexual, relationship, or other interpersonal violence, harassment or gender discrimination to seek support. There are many options available both on and off campus for all graduate students, regardless of whether the perpetrator was a fellow student, a staff or faculty member, or someone not affiliated with the university.

Students should be aware when seeking support on campus that most employees are required by Title IX to disclose all incidents of non-consensual interpersonal behaviors to Title IX professionals on campus who can act to support that student and meet their needs. The therapists at the Rice Counseling Center and the doctors at Student Health Services are confidential, meaning that Rice will not be informed about the incident if a student discloses to one of these Rice staff members. Rice prioritizes student privacy and safety, and only shares disclosed information on a need-to-know basis.

If you are in need of assistance or simply would like to talk to someone, please call Rice Wellbeing and Counseling Center, which includes Title IX Support:
3311/(713) 348-3311 Policies, including Sexual Misconduct Policy and Student Code of Conduct, and more information regarding Title IX can be found at safe.rice.edu

APPENDIX A, in alphabetical order.

(a) ANTH 650:

After having completed a minimum of 18 hours of completed graduate credit hours, students will enroll in ANTH 650 (Pedagogy) in the semester it is being offered in conjunction with the Introduction to Sociocultural Anthropology course (ANTH 201), usually in the student's third year of the program. Students are expected to assist the ANTH 201 instructor in matters of grading, lecturing, conducting review sessions, etc. according to the instructor's direction. During the semester that students are enrolled in ANTH 650 they will also (a) attend a specialized pedagogy workshop curated by the Center for Teaching Excellence and (b) (For students matriculating in fall 2015 or later) develop an undergraduate syllabus on a topic of their choosing. The instructor of ANTH 201 will provide feedback on the syllabus and when it is complete (and by the end of the semester of ANTH 650 at the latest). The syllabus must be

submitted to the DGS and department administrator within 2 weeks after the end of the ANTH 650 semester.

(b) DISSERTATION GUIDELINES:

Please note that the organization and content of the dissertation are to be developed by the student in consultation with their faculty dissertation committee. The text must be approximately 75-80,000 words including endnotes. The bibliography does not count toward the overall word count.

It is recommended that the dissertation follow The Chicago Manual of Style, per the social sciences. The Chicago Manual of Style is available on line. The journal *Cultural Anthropology* also follows these guidelines, meaning that any article in the journal can be used as a convenient shorthand for many style related questions.

Rice has clear requirements for PhD Dissertation formatting and adherence to these guidelines will be required prior to filing the completed and approved dissertation; the guidelines can be found on the Graduate and Postdoctoral Studies website: <https://graduate.rice.edu/thesisformat>

(c) ENROLLMENT REQUIREMENTS:

To maintain their stipend, students *must* be enrolled in at least 9 units of graduate study each semester in the program. To maintain their stipend, students must also enroll in ANTH 600 (6 units minimum) under the DGS's name each summer *prior* to achieving candidacy, as well as ANTH 800, also under the DGS's name, *after* achieving candidacy.

(d) SYLLABUS:

The undergraduate syllabus developed in ANTH 650 may be on any thematic and gauged to any level of undergraduate education (e.g. survey/introductory or seminar/advanced). The instructor of ANTH 201 will provide feedback on the syllabus and the completed syllabus must be submitted to the instructor of ANTH 201, the DGS and the department administrator within 2 weeks following the end of the ANTH 650 semester.

The syllabus must:

1. Be organized in a coherent and logical fashion.
2. Have written and reading assignments distributed appropriately across the semester.
3. Ensure that instructions for assignments and expectations are clearly articulated.
4. Have reading assignments composed of texts appropriate to the topic.
5. Demonstrate that the academic level of reading assignments is well-suited to the undergraduate course level being taught.
6. Ensure that the quantity of assigned readings is appropriate for the undergraduate course level being taught.
7. Have written assignments tailored to the thematics of the course.

8. Ensure that written assignments are appropriately scaled to of the level of the course (eg. page length).
9. Have assignments include active participation from students.
10. Have assignments (reading, written or otherwise) generally form a coherent whole that reflects the learning objectives of the course.
11. Have assignments designed to allow of multiple learning styles (eg. visual, verbal, etc.)
12. Demonstrate attention to one or more key issues in the field of cultural anthropology.
13. Articulate clear learning objectives for the course.
14. Follow the syllabus format guidelines as outlined by Rice University, including language on accessibility for differently abled students.

(e) THIRD YEAR INDEPENDENT STUDIES:

In the third year of the program, students will enroll in two independent study (IS) courses (one in fall and one in spring). The fall IS will be undertaken with a faculty member conversant in the topic of the student's research (and who must agree to conduct the IS). It is the student's responsibility to develop a reading list comprised of 25-40 texts to be shared with the faculty member prior to enrollment. The list will consist of work that focuses closely on elements of the student's research case, particularly the context of the field research: the historical and intellectual terrain of the case, including pertinent elements of the site/s, the history/dynamics of the region and the substantive issues that prefigure the research to be undertaken. Or, "What is the research question and why is this a critical question to ask, here and now?" The reading list for the fall IS should be significantly different from the reading list for the qualifying exams/essays. At the end of the fall IS course, the student will submit a 15-page paper and annotated bibliography (containing those texts that don't appear in the paper), to the supervising faculty for a grade.

The spring course will be largely independent, based upon the student's reading lists for qualifying exams which will have been created in collaboration with the student's candidacy committee, and focused upon preparing for, and taking, the qualifying essays/exams. Further details below.

(f) QUALIFYING EXAMS/ESSAYS:

Option 1. Qualifying Exams. Students will write two 12-15 page double-spaced essays responding to two questions developed by their Candidacy Committee. The exam will be open book and take place on consecutive Saturdays (9a-6p each day) near the end of the spring semester of the student's third year. The Saturdays must be scheduled in advance with the Candidacy Committee. The exam questions will be received at the beginning of each exam day. The final exam, should not exceed the page limit (the bibliographic reference list does not count toward the overall page limit). Following the completion of the Qualifying Exams students will meet with their Candidacy Committee to discuss the Exams and the overall intellectual project. This meeting too must be scheduled well in advance on the student's initiative.

Option 2. Qualifying Essays. Students will write two 25-30 page double-spaced essays based on two questions provided by the Candidacy Committee at the beginning of the Spring

semester, one week following Martin Luther King Day. Over the course of the spring semester, students will write, revise and edit their papers; no preliminary drafts are to be sent to the faculty, only the finished essays which must be submitted to the Candidacy Committee toward the end of the spring semester. With at least a two week allowance after submitting the Qualifying Essays, students will meet with their Candidacy Committee to discuss the Essays and the overall intellectual project.

For both Exams and Essays: The reading list for the qualifying exams and essays will be developed by the student and reviewed by the Candidacy Committee before finalizing. The lists must be submitted to the Candidacy Committee one week prior to Martin Luther King day for those students doing Essays, and two weeks after that for those doing Exams. The list will be divided in three thematic sections and areas of inquiry that the student's project engages. This should be thought of as an exercise in consolidating the areas of expertise necessary for a nuanced, sophisticated analysis of the case, both theoretically and substantively. The list, as a whole, will be comprised of 50-75 texts, with a balance of books and articles. Questions generated by the Candidacy Committee for both the Exams and Essays will be constructed based on the list comprehensively; essays and exams should aim *not* to repeat texts across the essays. The final essays, for both forms, should not exceed the page limit (the bibliographic reference list does not count toward the overall page limit).