

HANDBOOK FOR THE SOCIOCULTURAL ANTHROPOLOGY GRADUATE PROGRAM

August 2024

This handbook will answer your questions about the processes through which the sociocultural anthropology faculty implement the graduate program. It contains important information about timing of expected actions on your part. **Read it now and review it before every semester to be sure you know what is expected of you.**

Also see the anthropology department and graduate division websites:

<http://ANTHROPOLOGY.BERKELEY.EDU> and <http://www.grad.berkeley.edu/>.

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**Partial list of requirements for completion of the degree:
a checklist**

- **Courses to complete before Qualifying Exam for admission to candidacy:**

___ Anthropology 240A, 240B sequence

___ Other seminars in the department, to be determined in consultation with PhD advisor. Each student must be enrolled in a minimum of 12 units per semester

- **Identify and engage an Academic Senate Representative (outside the department) committee member for Qualifying Exam and dissertation**

___ take a course with them; talk to potential committee members early and keep them updated on your plans and progress

- **File the Field Statement Proposals (abstracts)** as soon as the committee members have been identified (by April 1st of second year)
- **Satisfy the language requirement** as soon as possible and in all cases before the Qualifying Exam; unsuccessful attempts to pass are not counted against you
- **Attend Anthropology Department Colloquium (Anth 290-1)** every semester in residence until admission to candidacy
- **Take Anth 375: Seminar in Pedagogy in Anthropology** either before or concurrent with your first GSI appointment (University requirement)
- **File the Final Announcement of Field and Language Requirements** when all requirements to schedule orals are met

Year by year schedule: overview and checklist
See following pages for details on these steps

YEAR ONE

- take Anth 240A, 240B sequence
- consider taking the Foreign Language exam
- take seminars to satisfy area, topical, language fellowship, or other requirements in consultation with your advisor
- if the MA degree is desired, apply to the department for the Comprehensive Exam required for the optional MA at the end of the year
- Predissertation Research: Students with no previous fieldwork experience should plan on getting experience as soon as possible. It is normal to conduct preliminary dissertation research in the *summer of your first year*. Funding may be obtained from department and other university sources, especially for pilot projects (e.g., Rocca predissertation research grants for projects in Africa, CMES-administered grants for research involving the Middle East, and so forth for other Area Studies-related projects).

YEAR TWO

- the department expects you to take one regularly scheduled seminar with each professor from the department who you anticipate will serve on your Qualifying Exam committee.
- identify three faculty members from the Department of Anthropology for the Qualifying Exam; and an academic senate representative (ASR) committee member who must be tenure track faculty at UC Berkeley.
- satisfy the Foreign Language requirement if not already completed.
- in the third semester, organize the Advisory Meeting (Members of the Advisory Committee are often also the members of your Qualifying Exam Comm).
- file the **Field Statement Proposals** by **April 1**-no exceptions will be granted.
- begin working on field statements in Year Two. A strongly recommended trajectory would include finishing a rough draft of one field statement by the end of the second year and beginning work on a second field statement.

YEAR THREE

- prepare and submit grant proposals to support fieldwork research (due fifth semester).
- No later than 8 weeks (2 months) prior to the QE exam: circulate drafts of field statements to committee members for approval, in anticipation of submitting the QE Yellow Sheet
- No later than 6 weeks prior to the exam date: **file the QE Yellow sheet with the GSAO (a Graduate Division requirement).**
- No later than 4 weeks prior to the exam date: **distribute final field statements** to all members of the committee and **submit copies of the signed field statements to the GSAO.** It is expected that at this point no further changes will be made to the field statements.
- 2 weeks prior to the exam, distribute a **dissertation prospectus** to committee members. Students may submit an existing grant proposal for this purpose. Consult with committee members for further guidelines and specifications.
- remove all incompletes from your transcript before taking the exam
- take the oral Qualifying Exam for admission to PhD candidacy by the end of the spring semester of your third year. Failure to take the Qualifying Exam by the end of the spring semester of your third year will result in lowered priority for departmentally administered funding.
- file paperwork for candidacy (this includes the application for advancing to PhD candidacy under Form “Plan B” and a certificate showing completion of the online Collaborative IRB Training Initiative, aka CITI Program).
- opt into the Dissertation Completion Fellowship (DCF), if desired, by completing the DCF activation form and sending it to the GSAO.

AFTER ADVANCEMENT TO CANDIDACY

- conduct field research
- confirm committee in Cal Central annually and update it if needed. (University requirement)
- complete the Doctoral Candidacy Review (DCR) annually after the year of the QE
- complete research and writing within Normative Time (6 years)

FINAL YEAR

- meet with committee to develop a timeline for submission of drafts for feedback
- submit final dissertation draft with sufficient time for committee to review two months prior to final submission
- obtain all committee signatures on your thesis title page

Year by year schedule: details and comments

YEAR ONE

Courses: The core required courses for the first year are 240A and 240B: Proseminar in the History and Theory of Sociocultural Anthropology. The required course load is 12 units per semester. Topical courses (offered under the graduate course number 250-X) may be infrequently taught, so consider taking such seminars, especially with prospective exam committee members. Upper-division undergraduate courses may be acceptable options, especially for area or method requirements.

Language requirement: Exams are offered every semester in French, German, Spanish or other languages based on student responses to the GSAO's email indicating intention to take a specific exam. The standard departmental language exams are timed translations of a passage of approximately 300 words in 90 minutes, using a print dictionary. The language requirement should be fulfilled with a language appropriate to the dissertation project, whether this is a scholarly language, a field language, or a language represented by primary research documents. The language requirement may be fulfilled through coursework as well, including coursework completed before entering the Ph.D. program. However, by graduate division regulations, college coursework is accepted only for a limited time after its completion, and with a minimum grade of B-.

Optional MA exam: This exam is available for those who want to acquire a terminal MA degree. It is an MA Qualifying Exam based on 240A and B, with a set of questions for each course. It is available but not required for students in the PhD program who are in good standing. You may not receive an MA in Anthropology if you already hold an MA in Anthropology from another institution.

YEAR TWO

Advisory meeting: This meeting is convened in the third semester of the program by a student's advisor, and includes the student and two other faculty members. It is a conversation with the faculty that includes a review of plans and progress. Students should bring copies of a sheet listing completed course requirements, possible field statement topics, possible outside committee members, and plans for fieldwork to this meeting. A written report about this meeting will be deposited with the GSAO for the student's file.

Research Grant Proposals: Begin formulating and developing dissertation research proposal, working on drafts for submission of grant proposals to appropriate funding agencies (e.g. Wenner-Gren, SSRC, NSF) in Fall of the third year.

Field Statements and Qualifying Examination -- Procedures and Substantive Content

I. Field Statements

On their way to the Ph.D. Qualifying Examination, graduate students in Socio-Cultural and Medical Anthropology are required to write three "field statements". The field statements are thematic discussions of a broad subject area in terms of a problem or set of problems. They should be comprehensive and should include a discussion of relevant literature and a bibliography. The three statements should also be substantially different and should demonstrate familiarity with significant debates in Anthropology. Statements can vary from analytic discussions of problems to critical reviews of a subject area. Students

may choose, for instance, to write statements on one theoretical, one topical, and one geographical subject area, or on combinations of these to emphasize problems in theory, method, and region. The final decision concerning the choice of the subject areas and their treatment rests however with the student's committee. Each field statement is supervised by a faculty member, who becomes thereby a member of the student's Qualifying Exam Committee. The specific organization and focus of field statements can vary depending on the committee's orientation and internal agreement.

II. Field Statement Proposal Procedures

In the middle of the second year and no later than April 1, students are required to produce three field statement proposals in agreement with their main advisor or co- advisors and with their prospective Qualifying Exam Committee members. Each proposal must be one paragraph to a half-page in length and outline the problems the student intends to discuss and the literature in the relevant fields she or he intends to cover.

The three short abstracts, each with a title and with the names and the signed approval of student's prospective Qualifying Exam Committee, will be made public and available for review by the socio-cultural and medical anthropology faculty in a house meeting. Comments will be addressed at the meeting by the advisor or a committee member and will be conveyed by the Committee to the student. These comments will be taken into consideration on an advisory basis. The final decision of approving the field statement proposals rests with the Committees. If a student significantly changes the subject areas that had been previously reviewed by the faculty and approved by the Committee in the form of field-statement proposals, he or she must submit new proposals.

III. Field Statement Preparation

Students write the three field statements during the second and through the middle of the third year. Committee members are expected and required to communicate with each other and with the student during this process, and all should read each field statement even though they only advise and sign one. Committee members have to meet at least once together with the student during this process and before the Qualifying Examination. The active and collegial investment of committees in this process is an important pedagogical aspect of the program.

IV. Guidelines for Length and Content of Qualifying Exam Field Statements

Summary:

Field statements are bibliographical essays that address substantive areas of anthropological inquiry. Each field statement is a critical synthesis and analysis of issues and debates in a field of knowledge that you will choose in close consultation with your faculty mentors; you will work on a different statement with each of your three departmental committee members. The sociocultural program asks that each written statement not exceed 30 pages double-spaced (not including the bibliography). The statements should not be “about” your project, narrowly conceived. Rather, they will prepare you to place your own research and expertise in dialogue with relevant disciplinary and often interdisciplinary literatures.

These guidelines are meant to demonstrate a few different approaches to writing the Qualifying Exam statements. There are two pieces to this process: the first is how you might conceive of a topic/theme for your statements, and the second is how you go about writing a statement. Ultimately, the shape of any particular QE statement (topic and approach) should be worked out in consultation with the faculty member supervising the statement.

1. Identifying a theme or topic for a field statement can be one of the more challenging and creative parts of

this process. You will work up three areas of inquiry, in close consultation with your faculty mentors, that will prepare you broadly and substantively to embark on the inquiry you are planning to pursue, and to become the thinker you want to become. There is a dynamic relationship between your proposed field project and the QE statements – the statements should not be “about” your project, narrowly conceived. Rather, they are preparing you to place your own research and growing expertise in dialogue with relevant disciplinary and often interdisciplinary literatures. You will thus be working with your advisors to identify the appropriate literature you will engage. Are these existing, conventional “fields,” or topics that you might essentially craft yourself? (Either might be a possibility). Is there utility to building a regional/area focus into one or several of the statements? These are the kinds of questions, though by no means the only ones, that your mentors and advisors may prompt you to think about. Topics in recent years have included “Makings and unmakings of the ‘we’: an anthropological analysis of collective life;” “Anthropologies of Economy: Value;” “Habit and the problem of time from phenomenological and pragmatist perspectives;” “Anthropological Perspectives on Gendered Labor and Sexual Economies;” and “Secularization and the Anthropology of the Secular.”

2. Writing field statements. Generally, the sociocultural program requires that the written statements do not exceed 30 pages (double-spaced) in length (not including the bibliography); the number of works represented in your associated bibliographies are not necessarily limited. Note also that the intent of the Qualifying Examination, as defined by the Graduate Division, is to ascertain the breadth of a student’s comprehension in at least three subject areas related to the major field of study. This important criterion of *breadth* distinguishes the field statement from other, more narrowly focused genres of academic writing, such as the class essay.

The written statements should discuss the readings you’ve assembled in your bibliographies synthetically and analytically, not descriptively or merely as summary.

The following examples are heuristic and meant to help you generate ideas; they are not meant to limit the range of possible options for statement design.

- A) The syllabus approach. If your statement is on the theme of the “Anthropology of the Self” (for example), you might think of the readings you discuss in your essay as those you put on a syllabus for a course on that topic. The statement could be organized in such a way that you highlight for discussion key texts in each section. It would be expected that the selected readings cover at least some of the dominant approaches or themes found in academic writings on the topic (especially, though not solely, anthropological writings), though the selection would also reflect your unique interest or point of view.
- B) A genealogical approach, broadly conceived. Perhaps one of your statements is entitled, “An Anthropology of Data.” What are the key concerns that animate current writing on the subject, and how might you trace a critical genealogy of this matter of concern and modes of inquiry, looking to earlier literature and formative debates in the field?
- C) An argument. While all QE statements presumably contain an argument (simply by the fact that *you* have both assembled a group of texts and have traced a particular route through them), a statement might also be conceived and organized more explicitly in the form of an argument. For example, imagine that you want to argue that the concept of the “public sphere” is inadequate for the analysis of contemporary forms, culture, and politics. In doing so, you might work through a number of key texts within the contemporary literature on this concept, showing both what they

contribute to our understanding of contemporary society as well as the limitations of the perspectives they afford.

- D) Annual Review model: you might think of the field statement on the model of the Annual Review article, though not necessarily as comprehensive as ARA articles tend to be. This need not be a dull recapitulation of a scholarly arena, but a way to make claims for an existing/emergent field, or even in effect to create one. For examples of the former, see Kath Weston's ARA piece on Lesbian/Gay Studies or Nancy Munn's piece, "The Cultural Anthropology of Time," and for the latter, see Beth Povinelli on Incommensurability and Commensuration.

V. Deadlines

Field Statements: No later than eight weeks before the date of the Qualifying Examination, the student will submit a nearly final version of each of the three statements to the committee. All three members plus the outside member must be given all the statements for comments. Each committee member in charge of advising a statement will review the draft for final revisions and communicate with the chair of the Committee on whether the student is ready to take the Qualifying Examination. The signed copies of the statements must be submitted to the Graduate Student Affairs Officer no later than four weeks before the date of the Qualifying Examination. This is a non-negotiable deadline.

The final version of each field statement must be circulated to all Qualifying Exam committee members no later than four weeks before the proposed Qualifying Exam date. No late submissions or changes will be permitted after this date.

Academic Senate Representative (ASR) Committee Member (also known as the outside member): Every Qualifying Exam committee (composed of four members) and dissertation committee (normally composed of three) must include one member from another UC Berkeley department. Identifying this person, introducing yourself, and, if at all possible, taking a course with them, are critical steps best accomplished early.

Note that Medical Anthropology students need a UC-San Francisco Medical Anthropology faculty member on their committee, as well as a UC-Berkeley Academic Senate Representative (ASR) member.

YEAR THREE - Field Statement Completion and Qualifying Examination

Submit Dissertation Research Grants

Students should submit dissertation research grants to appropriate funding agencies on and off campus (e.g. Wenner-Gren, SSRC, NSF, Institute of International Studies, and relevant Area Studies center) in the Fall semester of the third year.

Qualifying Examination

According to UC Berkeley's Graduate Division Regulations, the Qualifying Examination is administered by the Graduate Division on behalf of the Graduate Council. Approval of the committee membership and the conduct of the examination are accordingly submitted to the Graduate Division review and approval. The exam is normally held on one day and lasts at most three hours. A department may require written examinations or papers as prerequisites to the Qualifying Examination; however, they are not a component of the Qualifying Examination itself, which is under the purview of the Graduate Council's authority.

****Note: Advancement to candidacy by the end of the third year is considered normal progress in the program. The Department will not allow Qualifying Exams to be held during the summer. Failure to take the Qualifying Exam by the end of the Spring semester of your third year will result in lower priority for departmentally administered funding.

The Purpose of the Qualifying Examination is to ascertain the breadth of student's comprehension of fundamental facts and principles that apply to at least three subject areas related to the major field of study and whether the student has the ability to think incisively and critically about the theoretical and practical aspects of these areas. Students may be asked to have in mind one or two areas from which the dissertation might be developed and to answer questions on its potential significance and possible design during the Qualifying Examination, but the exam may not be limited to the dissertation topic.

The Final Announcement of Field and Language Requirements aka "the yellow sheet"(a paper or electronic form which can be obtained from the GSAO) must be filed no later than six weeks before the proposed date of the Qualifying Exam along with the field statements. It lists the final titles of field statements that have been approved, and the supervising faculty member. It confirms how and when the language requirement was satisfied. It lists the final orals committee members, including the outside member. It must designate an orals chair, who must not be your intended dissertation chair. Listing these people implies they have agreed to serve. This announcement also lists the proposed thesis title, date and location of research, and dissertation committee, including the chair, the outside member, and one other member of the anthropology department. Note that this means you will normally need to choose one member of your orals committee who will not continue as a member of your dissertation committee. You should discuss these decisions with your committee members in advance. This Final Announcement also lists the proposed date of the Qualifying Exam, which should have been confirmed with committee members, but must still be formally scheduled by the student based on committee member availability. Changes sometimes have to be made to committees proposed on the Final Announcement; reconstituting a higher degree committee can be done using an online form in Cal Central, after discussing the changes with your committee members and obtaining all members' agreement.

Admission to the Qualifying Examination

After students turn in the Announcement of Field and Language Requirements (Yellow Sheet) and after they have been notified by the GSAO that Dept faculty have approved the yellow sheet, they submit an application to the Graduate Division to be admitted to the exam using the Higher Degree Committees form found on the Cal Central dashboard. The GSAO will approve the application electronically if the field statements have been submitted by the deadline. If Graduate Division has not formally approved the application for the examination, the examination will not be valid. The GSAO is not allowed to approve the form unless final, signed field statements are deposited by the deadline.

Scheduling the Qualifying Exam

You should consult with all committee members well in advance about their availability. You must inform the GSAO of the proposed date and time on the Announcement of Field Statement Completion. When the online application to the Graduate Division has been approved and appears in Cal Central, only then is the qualifying exam officially scheduled.

Remember that everyone is likely to be trying to complete exams at the same time, be flexible, and start planning early; do not wait until the field statements are signed and filed to ask about people's schedules. Be sure the committee, and especially the Academic Senate Representative (ASR) member knows when and where the exam is scheduled, most often in the faculty/staff lounge on the second floor of Anthropology & Art Practice Building or via zoom.

Dissertation Prospectus

This should be a concise statement of no more than 8-10 pages of your proposed research. The main narrative of a grant proposal can be used. The dissertation prospectus must be submitted at your QE.

AFTER ADVANCEMENT TO CANDIDACY

Progress on the Dissertation and Normative Time: The major focus after advancement to candidacy should be carrying out dissertation research and writing the dissertation. Ideally, this should be done within three years of advancement, since the Graduate Division considers a total of 12 terms for completion of the PhD in Anthropology as Normative Time. This includes time spent conducting fieldwork and writing up the dissertation.

Normative Time Calculation: Normative Time for the Anthropology & Medical Anthropology Phd degree is 6 years. The Graduate Division allows 1 year beyond normative time for accessing funding and special registration statuses. Every semester enrolled or withdrawn, formally or informally, counts in the calculation of elapsed semesters of Normative Time, with limited exceptions for approved medical withdrawal or parental accommodation under Graduate Council policy. Any withdrawal for research or other academic purposes will count in accrued time, as will semesters included in retroactive withdrawals (except approved retroactive medical withdrawals).

Approved DCF Normative Time Calculation Credits: A maximum of two semesters of withdrawal for medical leave or parental accommodation only (documented by formal petition) will not count in calculating normative time.

Students admitted after fall 2010 may access the “Doctoral Completion Fellowship” (DCF) if they meet eligibility requirements. The Graduate Division monitors the time elapsed after admission to candidacy. The dissertation committee chair is asked to comment on student progress for annual departmental reviews. If enough time passes without progress to the degree (such as submission of dissertation drafts to the chair), the Graduate Division may require that a new Qualifying Exam be administered. As of February 2009, the Graduate Division requires that students who leave the department for more than five years submit all the same documents prospective applicants do in order to gain re-admission to the department. It is thus critical that students keep their dissertation chair, and ideally other committee members, updated on their activities. Informing the graduate advisor for the sociocultural house of any changes in plans is also helpful. The department will issue letters of warning if normal progress is not made.

Doctoral Candidacy Review: All students advanced to candidacy for the Ph.D. must file a Doctoral Candidacy Review each year no later than the day before the beginning of the next academic year. This is a requirement of the Graduate Council. This form is in Cal Central.

Residence and Contact Information: During this period, students may be in residence, teaching or acting as a research assistant, or may be at another location, including fieldwork sites. It is particularly important to maintain up-to-date contact information with both the sociocultural graduate advisor and the staff Graduate Student Affairs Officer (GSAO).

“In Absentia Registration:” This registration category is available for four semesters for PhD students meeting certain criteria. In order to qualify for this status, students must be advanced to candidacy for the Ph.D. and conducting research or coursework “of a nature that makes it necessary to be completed outside of the 7 Bay Area counties of California for at least one full academic term.” Students are still liable for

their health fee, but this form of registration considerably lowers Educational and Registration Fees (to about one third of the normal amount). This is a great registration option for students carrying out fieldwork or writing up away from California. Applications for in absentia registration are found on the Cal Central dashboard under Special Enrollment Petitions.

Teaching Effectiveness: For many students, the most likely employment site will be a college or university, and even those students who plan to work in the public sector or in private contracting may find opportunities to teach. Increasingly colleges and universities request evidence of teaching effectiveness. The university provides resources that can help students develop materials to submit to potential employers through the GSI Teaching and Resource Center. All first-time GSIs are required to participate in an orientation offered by the center. The Center runs useful workshops on a range of topics, and grants awards for teaching effectiveness. See the website at <http://gsi.berkeley.edu/> for details.

Diversity Statement: A number of colleges and universities require candidates to submit diversity statements addressing their contributions to diversity through research, pedagogy, outreach and other practices.

FINAL YEAR

Filing the Thesis: You should consult the extensive documentation of thesis requirements and deadlines on the Graduate Division website at: <http://grad.berkeley.edu/academic-progress/dissertation/>.

It is critical that you consult with your committee to ensure they will have time to review your dissertation. You are strongly encouraged to develop a timeline for submission of drafts, communication of faculty feedback, and revisions with each member of your dissertation committee. When preparing your final draft, allow at least two months for your committee to review your work, evaluate your draft, provide feedback, and suggest changes before submitting your dissertation to the Graduate Division. Be sure to leave time to make the changes they request. Once you have filed your dissertation, the Cal Central system will send an automated email to your committee members requesting electronic approval of your dissertation.

Consider developing a teaching portfolio. Please see the [The GSI Teaching & Resource Center](#) for information and support.

BEYOND THE FINAL YEAR

Postdoctoral Fellowships: Research possible postdoctoral fellowships well before you file your thesis. Both Berkeley (Chancellor's Postdoctoral Fellowship) and the University of California (UC President's Postdoctoral Fellowship) also administer Postdoctoral Fellowship programs that may be of interest in your longer-term planning if you fit the profile, either by contributing to diversity in scholarship or by researching questions centered on diversity.

Some of the most common postdoctoral positions are offered at universities including Chicago, Columbia, Cornell, Duke, Harvard, Michigan, Princeton, Stanford, Yale, the UC campuses, as well as Berkeley Humanities teaching fellowships. You should also check to see whether the Department of Anthropology

will be hiring summer or fall/spring visiting lecturers.

Additional sources of postdoctoral funding that Berkeley PhDs have obtained include the Wenner-Gren Foundation for Anthropological Research's Richard Carley Hunt Postdoctoral Fellowship program. This program allows you to be in residence wherever you want to advance your goals. For some students, NSF or Ford Foundation Minority

Postdoctoral Fellowships may be other options for "portable" Fellowships. If you have postdoctoral funding from such an external source, you can obtain an affiliation with Berkeley as an externally-funded Postdoctoral Fellow (<http://vspa.berkeley.edu>)

Most postdoctoral fellowships require you to be in residence at a specific site. You will need to consult the database that advertises new and old fellowships as they become available during the year. The department will try to keep you informed about these positions but please do not regard this as an exhaustive source of information.

DISSERTATION RESEARCH FUNDING

Internal Research Funding

Lowie/Olson Funds: The Anthropology Department offers funding for research related to the dissertation, including preliminary work, and for attendance at meetings. Applications will be distributed, and deadlines communicated, via the department email lists administered by the GSAO. There are normally two deadlines a year. Funding received over the entire UC career is currently capped at \$3000. In any given award cycle, applicants cannot receive more than \$1500. A faculty advisor must endorse your application.

Brandes Fellowship: The "Brandes Fellowship for Ethnographic Research," was established by the late George Foster, a longtime faculty member in the department, in honor of Prof. Stanley Brandes. Students can apply for up to \$3,000 towards ethnographic fieldwork expenses. This competition takes place each year in the spring semester. For deadlines see the timeline on the departmental website.

Other University Funding Sources: The Graduate Division offers competitive support for summer dissertation research and for travel to meetings for students in the final stages of their dissertation work, who will be presenting their work at the meeting. The department will announce applications for summer grant funding in the Spring semester each year. Many other Berkeley research units have sources of funding, especially for research travel, for graduate students. Especially common sources of funding are the area studies centers (<http://ias.berkeley.edu/>) as well as the Institute of International Studies (IIS). Opportunities may change from year to year or even semester to semester.

A University-wide resource that may be applicable to certain students is UC-MEXUS for students doing research in Mexico (<http://www.ucmexus.ucr.edu/>).

FUNDING CONTINUING PARTICIPATION IN THE PHD PROGRAM

There are four principal ways that the department helps students fund their ongoing enrollment in the program: applying for external fellowships; nominations for internal fellowships; teaching appointments (GSIs and Readers); and block grants. Each of these is described below.

Departmental funding is provided based on applications submitted, usually in spring, through links provided by departmental email. In early spring, the department sends out a **survey** asking your plans for the following academic year. **Responding to this survey is a requirement; not doing so will be interpreted as meaning you are not seeking any departmental support (including GSI positions).** Nothing you say in the survey will lock you into a specific decision; it provides the means for the department to project GSI positions based on need; it allows the department to double check that you have pending fellowships if you say you intend to use a fellowship; and it can allow the department to alert you to expiring funding commitments you need to use or lose.

Block grant

Block grant is a fellowship funding source made available to the department by the Graduate Division. It can only be used to cover tuition and fees or stipends. Early each spring, the department is informed of its Block Grant amount for the following academic year. Most of this funding is automatically directed to meet the department stipend target of \$34,000 for students in cohort 1 (years 1-5), and to cover the Non-resident Tuition for students in years 2- 3 who cannot qualify as legal residents of California. You may submit a block grant application outlining unique needs, which will be considered if resources are available.

If you have an external grant providing at least \$20,000 for a year of research or dissertation writing confirmed before mid-summer, you can apply to the **Graduate Division for a Tuition Supplement for External Fellowships (TSEF) grant to pay your tuition.** If you are in cohort 1 (years 1-5) you may apply to the program for possible supplement block grant fellowship which if received will count as your department support year.

Graduate Division provides a supplement to the Block Grant in spring, specifically intended to cover summer stipends (this replaces the previously administered Summer Grant programs of the Graduate Division). The Block Grant supplement is assigned based on the Summer Funding in your admission letter for cohort year 1-5.

If there is any additional summer funding available funds will be made equitably across the remaining cohorts 6-7. Any additional funds will be made available equitably as dire needs funds available through an application, circulated in late spring. There is no guarantee that this funding source will continue, but watch for the separate application and submit it if you do not have already confirmed summer funding.

External fellowships

There are many sources of external fellowships listed on the Graduate Division website. The National Science Foundation's Graduate Research Fellowship, which provides three years of funding has historically been particularly significant for the archaeology program. The deadline for NSF application is in the fall.

Early consultation with your advisors is suggested, as they can help you revise your statement for this

program so that it has the highest chance of being successful. Eligibility requirements change from year to year; as it currently stands, you have one chance to apply as a graduate student, so consult with faculty about the best timing for you; you must apply before you receive a Masters degree but currently can apply in your first or second year.

Internal Berkeley fellowships

There are a number of internal fellowships for continuing students. Visit the Graduate Division website to see a current list. Let your advisor know if you think you might qualify, as often the department is asked to nominate students, and the advisor may need to write a recommendation. The following fellowships are listed in order of the point in your career when they may be most relevant.

FLAS (Foreign Language Area Studies) fellowships are a major potential funding source for early in your career (before advancement to candidacy). They require you to undertake formal coursework in the language and culture of an eligible world area. Many archaeology students have received academic year and/or summer FLAS fellowships. Generally, applications to area studies centers are due early in the second semester each year; precise deadlines will be communicated by the Staff Graduate Student Advisor via email. There is no central system for the department to know you have applied for one of these fellowships. Please let the GSAO and your program graduate advisor know that you are applying; if the FLAS stipend is lower than the department target stipend, the Department will provide a fellowship in the gap amount in year 1-5. You may be offered a GSI position while waiting for news about a FLAS fellowship. Notifying the department that you have received the FLAS will allow that GSI position to be offered to another student.

Mentored Research Awards provide fellowship support to *undertake pre-dissertation research* under close faculty supervision for a student whose "background and life experiences enhance the diversity within the department or discipline". The department nominates students for these awards, based on an application you submit, normally in your first or second year for a potential fellowship in your second or third year. To be competitive for this award, you will need a strong letter from your proposed mentor (who need not be your potential doctoral committee chair) outlining how they will mentor you.

The Doctoral Completion Fellowship (DCF) is offered by the Graduate Division to encourage progress toward the degree within Normative Time; for anthropology, this means filing the dissertation by the end of the seventh year (Normative Time plus one year grace period). You become eligible to use the DCF when you advance to candidacy, and can start using it the semester after that. To use the DCF, there must be a positive Doctoral Candidacy Review on the Graduate Division online records system for the previous year. *You are responsible for initiating the Doctoral Candidacy Review each year following advancement to candidacy.* If you use the DCF immediately after advancing to candidacy, your QE exam report satisfies this requirement.

You should use the DCF when you and your committee agree it will most help advance your timely completion of the degree, whether for research or writing. **You may use one or both semesters of the DCF as your source of funding during a research period any time through the seventh year; for students advancing to candidacy on anthropology's normal schedule, this will be as early as year four.** Earlier use of the DCF does not advance the date when your eligibility for university fellowships will end; that will continue through year seven no matter when you use the DCF. You can continue as an enrolled student beyond year seven, with funding from employment or loans.

The University of California Dissertation-Year Fellowship provides one year of support for completion of the dissertation. The department forwards nominations for students for this award, selected from those students who submit application materials by the deadline (in early spring) communicated by email. You will need a strong letter from your dissertation chair, addressing specific questions outlined in the call for applications, to be competitive for this fellowship. **This is a final writing fellowship. No further university support can be awarded following the year on this fellowship.**

Teaching appointments (GSIs and Readers)

[See also excerpt policies on GSI on the GSI teaching center website](#)

A GSI is a teaching assistant who has responsibility for teaching discussion sections or labs (as directed by the instructor of record) and is paid as a percentage of full time employment based on the expected number of hours of average work per week. A reader is paid for a specific number of hours of grading assistance, which includes required attendance at the class and limited office hours to respond to student questions about grading. An application will be circulated by the GSAO for both kinds of employment.

There are four different GSI roles, each giving the GSI a different level of course responsibility. (These roles are not equivalent to GSI steps that are based on experience or advancement to candidacy.):

Role (a): GSI who teaches secondary sections of a larger course. This is the most common type of GSI position. All our courses in Anthropology are secondary sections (Anthro 1,2,3, 114, 115 etc)

Role (b): GSI who functions as the instructor of one of a number of courses in which the curriculum is prescribed, but the GSI is responsible for selecting readings, for how the material is presented, and for grading student work. Examples of this may include language, studio, or Reading and Composition courses. This includes RC courses like R5B

Role (c): Head GSI who functions as coordinator of other GSIs and/or performs other teaching or administrative duties.

Role (d): Acting Instructor-Graduate Student (AI-GS) who has responsibility for curriculum, textbook, and assigning grades. These appointees are the Instructors of Record in the courses they teach. We use these rarely in Anthropology.

All graduate students who teach require faculty supervision. At the beginning of the semester, all GSIs in roles (a), (b), and (c) are required to meet with the faculty member responsible for the course to go over the course syllabus, to clarify GSI responsibilities in the course, and, in the case of discussion sections and labs, to discuss the relationship of sections to lecture.

First-time and continuing GSIs in roles (a), (b), and (c) must also meet regularly throughout the semester with the faculty member in charge of the course to discuss the logistics of curriculum, assignments, tests, grades, etc., and pedagogical matters related to their teaching of the course or sections of the course.

GSIs in role (a) and (c) (Head GSI) do not originate pedagogy or content as per academic senate policy. For role (b) (ex. R5B), the faculty instructor of record has final approval of the course pedagogy and content. GSI may have primary responsibility for curriculum, textbook selection, and evaluation of student work, however a Senate faculty member or members must oversee and approve all course descriptions and reading lists in keeping with the needs and standards of the University.

For role (d) GSIs with the title of Acting Instructor-Graduate Student serve as the Instructor of Record and have full course responsibility. However, all course descriptions and representative reading lists must be overseen and approved by a Senate faculty member or members within the relevant department before submission of a graduate student's appointment to the Graduate Division and the Committee on Courses of Instruction for approval.

GSI appointments are determined in spring (usually April) for the following fall and spring, at a meeting supervised by the Faculty Advisor for GSI Affairs. **You must have submitted an application to be considered for GSI positions, even if your offer letter promised you support from teaching. This is a requirement under the union contract.**

Positions are assigned to students with funding obligations first, and then other students who applied will be considered for open positions. The faculty member teaching the course is asked for preference of one GSI, and if possible, this is honored. *GSI appointments are not solely the decision of the faculty member teaching a course, who cannot make a binding commitment for teaching.* The department must consider all qualified applicants and fulfill all obligations and observe campus policies on eligibility for teaching. This is similarly the case for reader appointments that are also made each semester for the following term. *You still must apply to be a Reader; the Faculty Advisor for GSI Affairs and GSAO will confirm the selection with the faculty instructor. Faculty members cannot appoint readers for any course on their own.*

The Graduate Division has the authority to approve all ASE (GSI/reader) appointments, and requires that all new GSIs have taken, or concurrently enroll in, a departmental pedagogy seminar (Anth 375, offered in the fall only) or an alternative approved by the Faculty Advisor for GSI Affairs; attend the GSI Center's Orientation Program (the Friday before classes begin); and complete an online Ethics course within the first weeks of the semester. ***You will be blocked from re-appointment until you fulfill these requirements.***

You also cannot hold a GSI/Reader position regardless of funding need if you have more than 2 incompletes on your transcript from course taken. More than 2 incompletes can be grounds for probation by the Graduate Division.

Research assistantships (GSR, GSAR)

Some students find support as GSR or GSARs (Graduate Student Researchers or Graduate Student Assistant Researchers), working on projects with individual faculty. *The department has no role in helping you find these or other paid employment opportunities, but if they will be combined with other paid employment on campus adding to more than 50%, the department has to endorse paperwork for the hire.*

These positions *may* include waiver of fees but this is not automatic. They are funded to support research activities, and decisions about employment rest with the research supervisor, normally faculty. A faculty member who controls the funding source *can* make you a commitment without other approvals, but the Graduate Division will review your eligibility. You must complete hiring documents before you are paid; work completed before the hiring cannot be paid retroactively.

IMPORTANT INFORMATION ON ADVISING, SERVICES AND FACILITIES

Advising:

Head Graduate Advisor: The Graduate Council formally appoints the department's Head Graduate Advisors, one each for archaeology and sociocultural anthropology. These positions are served on a rotating basis by different faculty. The Head Graduate Advisor is responsible for coordinating departmental compliance with the university regulations, and for admission and funding decisions. It is appropriate to discuss any aspect of the graduate program with the Head Graduate Advisor. Note that only the Head Graduate Advisor can sign certain university forms; if the signature line says "Graduate Advisor," assume it requires the authorized signature of the Head Graduate Advisor. The Graduate Student Affairs Officer (GSAO) can confirm which forms need an official signature and can obtain it.

Faculty Advisor for GSI Affairs: The Graduate Council formally appoints a faculty member to oversee implementation of policies affecting teaching, particularly those applying to Graduate Student Instructor/Teaching Assistant appointments. This individual will solicit nominations for GSI teaching awards, will ensure that the university's GSI mentoring policy is followed, and keeps track of departmental assignments of teaching. Various faculty serve in this position on a rotational basis.

The Anthropology Graduate Student Affairs Officer (GSAO) is in charge of monitoring all stages of progress toward the degree, including the completion of course and language requirements, the filing of proposed and final committee announcements, the filing of signed field statements, and administration of GSI appointments, departmental Block Grants, and other university fellowships as well as internally-administered research funding (the Lowie-Olson funds). **Please make a point to introduce yourself to them early in your first year.**

Faculty Advisors: All in-coming students are initially assigned two faculty advisors from the sociocultural or medical anthropological faculty, based on the initial review of the application to the program. These faculty members are normally potential dissertation committee members and/or dissertation chair. They can sign departmental paperwork, provide endorsements for departmental funding applications, or other advisory assistance. They are prepared to suggest courses, potential Academic Senate Representative (ASR) faculty members, and to address other professional concerns.

Students should consult with their faculty advisors during the first two years in the program. The faculty advisors usually become a member of the orals committee and one of them may become the projected thesis chair, but there is no requirement for the advisor to serve in these capacities. It is not unusual for students to change their direction and plans, in which case they may want to change advisors. Such changes should be discussed with all the affected faculty members beforehand. Annually, you will be asked to confirm your advisor and, once the field statement proposal is filed, proposed committee members.

SERVICES:

Photocopying: Most students use local copy stores. Copy cards can be purchased for use in the library. A faculty member may authorize you to use the Anthropology copier in support of courses or research, but this use should be limited to these purposes. Faculty members are issued individual Xeroxing codes, and are billed accordingly.

Mail: All active graduate students share departmental mailboxes outside the Anthropology Department office in Anthropology & Art Practice Building, which is where official departmental and university mail will reach you. The official departmental mailing address is 232 Anthropology & Art Practice Building #3710, Berkeley, CA 94720-3710. University policies state that you cannot receive personal mail at this address.

Space: There is no automatic guarantee of workspace for students in the program, but we attempt to support space needs as resources allow. The dedicated Anthropology Graduate Student Lounge in AAPB Room 111 is communal work and gathering space, featuring use of a computer and printer, refrigerator with freezer, coffee maker, and microwave. Graduate students serving as Graduate Student Instructors for the main undergraduate introductory courses are assigned shared teaching support space where they can grade and hold office hours. Dissertation writers may be given priority for any additional work spaces available in department-controlled offices. You should discuss possibilities for assigned work space with your advisors and communicate any specific needs to the GSAO.