Anthropology Graduate Student Handbook 2019-2020

Welcome to the department!

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

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

Finally, the information contained in this handbook is for informational purposes only. The Undergraduate Record and Graduate Record represent the official repository for academic program requirements and the GSAS webpage is the place to look to confirm the procedures for registering, changing status, and graduating. These websites and publications may be found at:

www.virginia.edu/registrar/catalog/ugrad.html

www.virginia.edu/registrar/catalog/grad.html

http://graduate.as.virginia.edu/registration-procedures

http://graduate.as.virginia.edu/thesis-submission-and-graduation

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[1] If you are working as a TA, please plan to arrive a few days prior to meet with the course instructor prior to the start of the term.

[2] If you are working as a TA, please check with your instructor before making travel plans that might conflict with proctoring or grading final exams. Exam times are typically set according to the following schedule and grading extends a few days after the last final is given. http://www.virginia.edu/registrar/reginst1188.html#Deadlines

Spring Courses Begin[i]	January 13, 2020
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Off Grounds Request Form for Summer Due	April 15, 2020
Request for an Extension of Time Limit for Degree Completion Form	Apr. 15 – May. 15, 2020
Deadline for students with Federal loans to extend time to degree	April 22, 2020
Final Drafts of MA and 2nd Year Essays Due	April 27, 2020
Last Day to Defend Third-Year Proposals	April 28, 2020
Last Day of Classes	April 28, 2020
First Chapter Due for Dissertation Writers Post-Fieldwork Spring 2020	April 30, 2020
Final Examination Form and Thesis Due for Graduating MAs and PhDs	April 30, 2020
Final Exams	April 30 -May 8, 2020
First Year Portfolios Due on Collab	May 4, 2020
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Finals Weekend (Graduation Ceremonies)	May 15-17, 2020
Deadline to Apply for Degree in SIS for Summer Graduation	June 30, 2020
Dissertation Completion and Off Grounds Enrollment form due for Fall	July 15, 2020
Final Examination Form and Thesis Due for Graduating MAs and PhDs	July 31, 2020

Program overview

The ethos of our department is one in which ethnographic, linguistic and archaeological content go and-in-hand with theoretical ingenuity and practical relevance. Everything about your training here is also aimed at striking a balance between developing theoretical models that advance the discipline in general and immersing yourself in the particulars of a chosen research site or cultural context.

Milestones

To earn the Ph.D. and remain in good standing in the program, you have to complete certain "Milestones" along the way. Please see the "Dates and Deadlines" section of the current handbook for this year's deadlines.

By the End of Year One

Submit a First Year Portfolio of course papers. This portfolio should be uploaded via File Drop to the Anthro Central Collab site and an electronic copy should also be sent via email to the DGS.

By the End of Year Two

Complete two Critical Review Essays, one regional and one topical. For each of these essays you will need to complete a first draft and a final draft. An electronic copy of the first draft should be sent to your chair and the other members of your committee.   An electronic copy of the final draft should be sent to your chair, the other members of your committee, the DGS, and uploaded via File Drop to the Anthro Central Collab site.

You should plan to finalize your committee selection form by October 15th of your second year.

You should plan to complete your first foreign language requirement by the end of your second year.

By the End of Year Three

Defend your dissertation proposal and participate in the Third Year Symposium. You must defend your dissertation proposal prior to the last day of classes in the spring semester. An electronic copy of the final draft of your proposal should be uploaded via File Drop to the Anthro Central Collab site.

Unless your second foreign language is a field language that you are still learning, you should plan to complete your second foreign language requirement by the end of your third year.

By the End of Your First Post-Fieldwork Semester

Write your first dissertation chapter. You should send the final draft of this chapter to your entire committee and to the DGS. This chapter should also be uploaded to the Anthro Central Collab site.

To Graduate

Write and defend a dissertation based on original research.

The Program by Stages

The process for the Ph.D. consists of three major stages: coursework, fieldwork, and dissertation write-up.

Coursework and Pre-Field Research

Coursework

A Ph.D. requires 54 credit hours of graded course work, 6 hours of ungraded participation in the Graduate Advising Seminar, and 12 credit hours of dissertation research (NTRs). Most graduate courses run one semester and count as 3 credit hours. Full-time graduate students will complete their coursework in three years or less. They generally sign up for 3 courses per semester, plus a 1-credit Graduate Advising Seminar (ANTH 9050) and 2 NTR research credits, for a semester total of 12 credits.

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

Choosing the right courses

Graduate courses are run as seminars, meaning that active engagement in your courses is vital to your success in the program. Everyone takes the common, or "core," courses: History of Anthropological Theory I and II (respectively, ANTH 7010 and ANTH 7020). You'll take these in succession in the first and second semesters of your first year.

You also need to take courses across subfields. For Ph.D. students, that means at least one course in each of the three sub-fields offered at UVA: linguistics, archaeology and sociocultural anthropology. For master's students, one of your three subfield courses may be waived, and ANTH 7020 is not required. The subfield requirement in linguistics is usually met by taking Linguistic Anthropology, ANTH 7400, but the faculty will consider other possibilities on a case-by-case basis. You should take these sub-field elective courses at a pace of about one per semester, as needed.

When possible, students are encouraged to take a methods course in their chosen subfield. Those include a methods course particular to your chosen subfield. Students are also strongly encouraged to take the Dissertation Research Proposal Workshop, ANTH 7060, in their third year, which will serve as a guide in preparing your dissertation proposal and research grants.

Your remaining courses will be electives. These can be regular graduate courses (5000 level and higher) of three credits each, or independent studies that you develop with a particular faculty member. Independent studies are listed officially as Directed Readings (ANTH 9010 or 9020); they usually count between one and three credits. So long as you meet your anthropology requirements, some of your electives may be taken outside the department. For example, a course in an area studies program or history might broaden your regional expertise beyond what is available in anthropology. Your electives should advance your knowledge in relevant theoretical and geographical literatures and help you to plan and eventually conduct your

research. They should also contribute to your general knowledge of the discipline and help form the basis for your critical essays. And, like all of your coursework, they will serve as the starting point for the theoretical, historical and regional discussions that you'll take up in the background chapters of your dissertation.

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

Throughout your first three "coursework" years you will enroll in an ungraded, 1-credit Graduate Advising Seminar (ANTH 9050) each semester. This course is scheduled for the time of the department's colloquium/speaker series (Friday afternoons, 1-3 p.m.). On weeks when there is a colloquium speaker, you are expected to attend. On weeks when there is no speaker scheduled, the seminar provides you, your cohort, and the DGS a protected block of time for communicating about the program, so be sure to hold this time slot open. The DGS will use this block of time to schedule meetings to explain and answer questions about such things as graduate funding, teaching assignments, summer research funding applications and awards, IRB applications, and "Milestones" such as the First-Year Portfolio, second-year Critical Review Essays, and third-year proposal.

Grades

An important point about grades: by University and Department policy, the academic standards for graduate students are higher than those for undergraduates. Any grade in the B range (including B+) is a warning that you are not doing as well as expected. The lowest passing grade for graduate work is a B-. Receipt of a B- (or below) can be grounds for being placed on probation or dismissal from the PhD program. Incompletes in courses are not to be taken lightly. An excessive number of incompletes can also be grounds for probation or dismissal.

While you might not consistently achieve A-level work in every course you take during your first semester, over time that is the level of performance we expect, especially in courses that relate to your areas of research specialization. At the annual graduate student evaluation meeting in May, we look for evidence that you approach your work with energy, motivation, and creativity that transcends the minimum requirements of your courses.

Non-Topical Research Credits

It can be tempting to think of Non-Topical Research Credits simply as placeholders. But they are actually credits that you earn for time you spend developing your project. It's your responsibility to actually devote that time, roughly in proportion to the research credit you're receiving. Research credits are not graded and are not the same as Directed Readings, which are units earned for a course of study under the guidance of one or more professors and are graded just as any regular course would be on your transcript.

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

■ *ANTH 8999.* M.A. track. Select your thesis chair as your instructor.

■ *ANTH 9998.* PH.D. track. While you're taking courses but before you have a dissertation chair. Select the DGS as your instructor.

■*ANTH 9999.* Ph.D. track. While you're taking courses but after you have a dissertation chair. Select your chair as your instructor.

Once done with pre-candidacy graded coursework, you should enroll in non-topical research credits while working towards graduation. This does not preclude you from taking other graded courses or audits, if those courses are of interest to you. As long as you are enrolled as a full-time student, you should be sure that you remain enrolled in a minimum of 12 credit hours per semester.

Transfer Credits

Ph.D. students who enter with a master's degree may be able to transfer credits and finish course- work sooner. The transfer of credits earned prior to enrolling at the University of Virginia must be proposed by the director of graduate studies to the Graduate School Registrar during the student's first term of enrollment via the requisite **form** and accompanied by official transcripts from the credit-granting institution. No transfer credit will be awarded towards a master's degree. With the approval of the supervising department and the assistant dean, a student may transfer up to 24 credit hours of coursework earned in another graduate program toward the 72-hour doctoral requirement. In any case, at least 18 graded course credits applied toward the degree must have been earned at the University of Virginia. The transfer of nine credits or more will advance the student's year of study by one term, and the transfer of 21 credits or more will advance the student's year of study by two terms. If you intend to transfer credits, talk to the DGS and the Graduate Advising Committee about your options as soon as possible.

Transfer credits cannot relieve you of the core courses discussed above. You may, however, be able to waive one of the subfield requirements for the Ph.D. if you entered with a master's degree.   Regardless, even when you don't have to take a full suite of three courses in a given semester, you should fill out your enrollment with research credits to maintain full-time status, such that your transcript shows at least 12 total units for that semester.

Language requirements

The department requires that doctoral students demonstrate "competency" in no less than two foreign languages or "mastery" in one foreign language. At least one of these is expected to be a language that enhances your ability to carry out your dissertation research. For M.A. candidates, "competency" in one foreign language is sufficient.

Graduate students for whom English is their second language can use mastery in English to satisfy their foreign language requirement. To do this, the student must either complete the required ESL classes or test out of these classes.

For archaeologists, a command of intermediate statistics counts in lieu of one foreign language; in that case, you'll need a letter from a stats instructor certifying your competency. Advanced statistics can qualify archaeologists for the mastery level if they have already demonstrated competency in stats. Alternatively, doctoral students can fulfill the entire language requirement by demonstrating "mastery" in just one foreign language.

Doctoral students affiliated with the Scholars Lab have obtained departmental approval to satisfy a component of their language proficiency requirements for the PhD by demonstrating proficiency in a digital humanities programming language. If your faculty advisor and DGS agree that this programming capacity is relevant to your proposed dissertation research, please contact the Library's Head of Student Programs to discuss the possibility of designing a proficiency exam that would be appropriate for your research and would meet the standards of the department.

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

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

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

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

Pre-Field Research and Summer Language Study

Summers are a crucial time to pick up needed language skills and explore the field site or region where you expect to do your dissertation research.

Summer Language Study

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

Pre-Field Research

Pre-field research may be carried out together with or separately from a summer language program. Pre-field experiences could include scouting or surveying a research site, conducting preliminary participant-observation, consulting off-site archives, establishing scholarly or other contacts in your host country, or any combination of these activities. Develop your pre-field plan in consultation with the DGS and, once formed, with your committee.

Going to the field for the summer involves many of the same preparations as going for a full year. The following is a list of the things you should be sure to do. Please start this process early (February or March) to be sure that you have everything in place in time for your trip and please see the section on fieldwork later in the handbook for further details.

- You will likely need to clear your proposed research with the UVa Institutional Review Board (IRB) http://www.virginia.edu/vpr/irb/sbs/
- You may also need to secure local IRB approval and/or a research permit for the country where you will be working https://www.hhs.gov/ohrp/sites/default/files/2019-International-Compilation-of-Human-Research-Standards.pdf
- You may need to secure a visa for the country where you will be traveling.
- You will need to register with the UVa International Studies Office. https://educationabroad.virginia.edu/registration-instructions. If your travel does not comply with UVa's policies on Student International Travel, you may need to file a petition requesting an exception to the policy. https://uvapolicy.virginia.edu/policy/PROV-010 Without this exception you will not be able to conduct university approved research and you will not be able to use university funds for your trip. Such exceptions are typically granted to graduate students in anthropology, but it is important to start the process early.
- You will need to register with the US State Department's STEP enrollment program https://step.state.gov
- You will need to provide your chair and the DGS with contact information where they can reach you, a local contact, and a US based emergency contact.
- You may need to make an appointment at the UVa International Travel Clinic. https://www.studenthealth.virginia.edu/international-travel-clinic

Funding Summer Fieldwork and Language Study

Students should apply for funding for summer fieldwork. Consult the section on funding for more information on the application process and funding sources.

Summer is also an ideal time to start thinking about grant applications for your fieldwork year. Explore possible funding sources. Decide who you'd like to write your letters of recommendation, so that you're ready to request these as soon as the semester begins. Draft a standard project narrative in prose that is not specific to anthropology, since many grant reviewers are scholars in other disciplines. You'll always be able to tweak it later based on the application criteria. There's more on different types of fellowships and grants in the funding chapter.

Graduate advising: Forming and maintaining your committee

A core aspect to the graduate program is working closely with faculty and forming a committee suited to your intellectual interests. Your committee members, and especially your chair, will advise your research and evaluate your progress from year to year. They'll give you feedback on your writing, write letters of recommendation and advise your academic development. And, of course, they'll hear your thesis defense and vote on whether to pass it.

A full PhD dissertation committee has at least three faculty members from UVA's Anthropology department. Before you defend your dissertation, you'll need to add one more committee member from another UVA department. This "outside reader" officially represents the wider faculty of the graduate school at your dissertation defense. Beyond these committee standards, some students may add an extra faculty member or two from anthropology or elsewhere, such as the medical school or another academic institution, if it makes sense. A full MA thesis or exam committee has two faculty members from UVA's Anthropology department. MA students will each be assigned an advisor upon admission.

On your arrival to the program, faculty members of the Graduate Advisory Committee will advise incoming MA and PhD students on course options and other matters for the first semester. The Graduate Advisory Committee will also meet with 1st year PhD students again in November and April of your first year, in time to discuss your progress and advise you on course options for the following semester. MA students will meet

with their assigned advisor. A PhD student's final meeting with the Graduate Advisory Committee will happen at the beginning of their second year. After that you will have your own committee in place to advise you and evaluate your progress through the remainder of your time in the program.

By the end of the first year, PhD students should let the DGS know which faculty member they have chosen to chair their own committees. To do this, you will need to complete the departmental dissertation committee form and secure the initials of your chair and each of your committee members as a sign of their agreement to participate on your committee. You should submit this form to the front office by October 15th of your second year. Eventually you will need to add another UVA faculty member from outside the department to your committee, but that does not have to happen until after you finish fieldwork.

To add a person to your committee (or drop one from the committee, if need be), fill out the Committee Form available from the administrative assistant in the main office. Faculty members who join your committee must either initial the hard copy of the form or send you an email (to be stapled to the form) in which they agree to join.

Creating a supportive committee is really a task that begins as soon as you arrive. Reach out to faculty beyond your course instructors. Be open to working with faculty in other subfields: they can bring in different perspectives that enhance your research and writing.

As you move forward through the program, don't be averse to making changes to your committee if and when it makes sense. You might find that, for one reason or another, a committee member isn't the best fit anymore. Maybe you've changed your project and one member's expertise no longer directly applies. Or maybe you've found your personalities don't mesh. So long as you are respectful and sincere about switching to another faculty member, and you have a legitimate reason, it's OK to do it. Just deal with any problems sooner rather than later and keep the lines of communication open. Make your reasons for any changes clear and be civil about how you inform others. The faculty have been through this process before and understand how hard it can be.

 Pre-Field Milestones

The First-Year Portfolio

Over the course of your first year, you'll develop a portfolio to be submitted for faculty review in early May. The First-Year Portfolio includes a cover letter and three course papers of at least five pages. Addressed to the Graduate Advisory Committee, the cover letter is expected to be short (no more than 2 pages). It should summarize your research interests as they currently stand, as well as your summer research or language study plans. Doctoral students should state in the letter whether they wish to stay on the Ph.D. track, or they may request continuation toward the M. A. only.

You'll also outline in the letter your plans for the second-year Critical Review Essays, described in the next section. Provide the committee with plans for the scope of each essay and a time table for the work involved. This is also an opportunity for you to give an indication of faculty with whom you plan to work, who will read your second-year essays as members of your committee. If you're not sure yet, it's okay to say so.

For the course papers you attach to this letter, select work submitted in the courses you've taken thus far, without further revisions to the work. The idea is to show off your best work. The entire portfolio should be compiled in electronic form.

The DGS will set a specific due date each year, but in general the portfolios will be due in early May. Initially, the DGS or other members of the graduate committee will review your work. If the quality is in doubt, they may ask other faculty members to read it. At the end of the year, in their May meetings, faculty use the portfolio along with your performance in courses to evaluate your overall progress.

The Second-Year Critical Essays

Except for master's students planning to take an exam on their coursework, all second-year grads produce Critical Review Essays. They are meant to cover the "state of the field" in two areas of scholarly literature, one thematic (topical) and one geographic (regional). Both should be relevant to your planned research topic. (Master's students write one essay, either topical or regional.) For Ph.D. candidates, faculty evaluate the essays to decide whether you will be invited to move beyond the M.A. to continue toward Ph.D. candidacy.

Faculty strongly recommend that you start to think about these essays during your first year. By the end of your first year you should begin gathering the material you're likely to need and start compiling the bibliography.

In planning and writing the essays, you should work closely with your advisory committee and other faculty as you define your chosen areas and develop mastery in them. You should research and write the essays in conjunction with your first-and second-year courses, including independent studies. Ideally, you'll look at literatures to which your dissertation will contribute, and which are thus relevant to your grant applications and dissertation proposal. At the same time, faculty understand that your research plans may change, precisely as your knowledge of the literature changes or as your pre-field experiences reshape your project.

The essays should each be about 8,000 words, plus an extensive bibliography. Your coursework and self-guided research will help you develop your reading list. It might help to ask your committee and other colleagues for reading recommendations or to solicit syllabi beyond your own courses. But you shouldn't think of compiling the reading list as an end in itself. The final product is expected to digest particular areas of the literature, synthesizing major findings, debates and problems. It's an opportunity to identify promising areas of research, possible difficulties associated with the field, and emerging trends in anthropological thought. The topics you choose should be focused but broad enough, say, to design a course syllabus around them. The best articles in the Annual Review of Anthropology, and in journals covering other disciplines published by Annual Reviews, are a good model for this type of work. Faculty expect that as you read carefully in a selected body of work, your own intellectual position on that work will take shape.

The Director of Graduate Studies (DGS) will set specific due dates for first drafts and final drafts each semester (Please see the dates and deadlines sheet at the front of the current edition of the handbook for this year's dates). Your dissertation chair is the only required reader for your first drafts, but you can invite other committee members' feedback as you, your chair, and your committee see fit. The full committee of 3 faculty must sign off on the final drafts. You should upload your essays via File Drop to the Anthro Central Collab site and send electronic copies to your committee members and the DGS by the deadline. Your submitted work will be made available to all faculty members in the department. Members of your committee will read the essays and, at your chair's request, so will the DGS. If they have doubts about the quality of the work, they may ask other faculty members to read it, as with your First-Year Portfolio. Similarly, the critical essays will factor heavily in your end-of-year review, when the faculty decide whether to invite students to continue on towards a Ph.D. or, alternatively, whether to award a terminal M.A. degree.

Dissertation Proposal Defense

The last and most important part of the coursework years for doctoral students will be spent developing a dissertation proposal and successfully defending it. Developing your proposal happens in earnest in your

third year, though it should build on all the work you've done previously, including pre-field studies. It's a good idea to take the Dissertation Research Proposal Workshop course (ANTH 7060) this year to help guide you through the process and concurrently work on grant applications.

Your proposal is a research prospectus that outlines your project, covering the relevant geographical and thematic literatures. A typical dissertation proposal will ask an answerable research question; consider one or several hypotheses in response to the question; and map out a systematic methodology for approaching the question, whether your methods involve field research, archival work, or both. The proposal should offer a coherent statement of your research intentions with the understanding that your actual findings may lead you to new perspectives or require you to refine your question in the write-up stage.

You must complete your proposal defense before the last day of classes in your third year. Students cannot begin fieldwork until they have passed the proposal defense. To schedule your proposal defense, talk to your chair and come up with a date and time convenient for all. Then email an electronic copy of your completed dissertation proposal, abstract, and the agreed schedule to the department's administrative assistant. You should also bring a hard copy of the proposal and abstract to the main office for public review 3 weeks before the scheduled date, so the department can announce the event in a timely fashion. At your defense, you'll summarize your project and research plans, and answer questions from your committee and other faculty.

Your committee will inform you of the results of your defense after a private discussion about your work. Once you've passed, you enter the fabled category of PhD Candidate, also known as ABD — "all but dissertation."

Third-Year Symposium

During your third year, the faculty will arrange for you to present your work at the Third Year Symposium in late February. Generally held in conjunction with prospective students' weekend, the Third-Year Symposium involves 15-minute presentations from all of the third-year students preparing to defend proposals plus a limited time for questions and answers. Unlike your proposal defense, this is not an evaluated exercise, but a chance for you to articulate your project in a well-attended forum and to get feedback from the whole department community, including other grads.

Fieldwork

You should aim to begin fieldwork shortly after defending your proposal – ideally in the Fall of your 4th year. Plan your research so that it can be completed within one (1) calendar year. Longer, shorter, or discontinuous stays can be arranged, but this requires making special arrangements with the department at the graduate school. Planning your time in the field, and tending to important tasks before you leave, calls for some foresight and attention to the requirements and recommendations outlined here.

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

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

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

The lists in the appendix in this handbook itemize tasks to complete before leaving, along with other things to think about. These lists aren't comprehensive, but they're a good start.

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

Fieldwork Funding

Please see the section on funding below for important information on fieldwork funding.

Visas and Permits

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

Registry; those who are U.S. citizens must also enroll in the State Department's Smart Traveler Enrollment Program (STEP).

Human Subjects Research Approval

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

The IRB is a multidisciplinary group of faculty members who oversee ethical practices in human research, including clinical, behavioral, psychological and social studies. The IRB recognizes ethnographic research as a special case and has unique standards for evaluating protocols from anthropologists. A primary issue to think about is how best to obtain informed consent from your participants, given the cultural context. But there are likely other ethical issues related to your work that are important for you to consider, such as the potential loss of privacy for the people whose lives you study, or the long-term consequences of your ethnographic descriptions.

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

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

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

You may also need to secure local IRB approval and/or a research permit for the country where you will be working https://www.hhs.gov/ohrp/sites/default/files/2019-International-Compilation-of-Human-Research-Standards.pdf

Securing local IRB approval and local research permits can often take longer than securing UVa IRB clearance and may also require that you obtain UVa IRB clearance before starting the process. Please review the policies for the country where you intend to do your work as early as possible so that you can be sure of having the necessary permissions well in advance of your research start date.

Writing

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

Good contact with committee members at this time is crucial. As soon as you come back – or even before – you and your chair should develop a reasonable plan for completing your dissertation within the number of funded semesters remaining to you. This plan should include a detailed schedule of specific writing goals for each semester. By the end of your first post-fieldwork semester you will need to submit a first chapter of your dissertation. Remaining in "good standing" will depend upon meeting this objective and your success in this will be part of your end-of-year review.

All students should plan to complete and defend their dissertations by the end of their 6th year in the program. That said, some students require a little bit longer. Those students may therefore want to apply for further write-up funding during their final year of UVA support. In the funding chapter, you'll find information on dissertation write- up grants (including UVA's Dissertation Completion Fellowships). Competing for write-up money has many benefits: You may be able to get more funding and perks with other fellowships; you may be able to get more time for writing; it could give you a cushion period in which to apply for jobs and write articles for publication; and you may be able take up residence at other institutions or gain access to offsite archives. Also, whether your efforts prove successful or not, write-up applications will help you refine and focus your argument.

Should you still not be done with your dissertation after all opportunities for funding have been exhausted, you can continue writing while remaining affiliated with UVA by applying for Dissertation Completion (DC) status as described later in this handbook.

Throughout the write-up process you are expected to maintain a full, functional committee, and to maintain regular contact with this committee. If you need to make changes to your committee, make sure it remains complete in order to stay in "good standing." If you lose contact you are considered "inactive," and you could be asked to leave the program. After two years of inactivity, you'll be dropped automatically.

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

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

Instructorship

One of your post-fieldwork funded semesters must include an instructorship. Students are encouraged to take their instructorship during their first post-fieldwork semester, but you can schedule this differently, in consultation with your committee and the DGS.

Schedule your defense

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

Typically, the defense opens with a presentation of your main argument, a selection of supporting evidence, and the most important implications of your work for the discipline. This presentation is followed by questions from your committee and, possibly, other faculty members or attendees. After the defense, your committee will discuss your work in private, note any necessary revisions, and vote on whether to pass your thesis. The committee members will, upon reaching a decision, let you know how you fared and what revisions, if any, they want you to make.

Graduating

To be eligible to graduate with an MA, an en route MA, or a PhD, you need to complete a series of bureaucratic steps. You will need to start this process by the last day of the first month of the term you intend to graduate. Fall – September 30, Spring – January 31, Summer – June 30. Please be sure to review the instructions in the link below well in advance of those dates and throughout the process.

https://graduate.as.virginia.edu/thesis-submission-and-graduation

Students who wish to graduate over the summer will need to register for DC or DCA status and pay the associated fees.

It is important to note that some international students may not be eligible for DC or DCA status due to the fact that these are part time statuses and many visas require full time enrollment. Students on visas should consult with the international studies office to determine their eligibility for DC or DSA status. International students wishing to graduate with PhDs or terminal MAs in the summer may need to enroll as full-time summer students. If ISO determines that a student is not eligible for DC or DCA status, the student would need to pay summer tuition to enroll as a full time student.

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

Once your committee has approved and signed a final copy of your thesis, you should produce three official versions: for the department, the dean's office and the library.

Submitting your dissertation to the Libra scholarly repository at UVA is now a graduation requirement. You should also check the library website for information pertaining to electronic deposition: https://www.library.virginia.edu/libra/etds/.

The M.A.

Students who have been admitted on the master's track must either pass an exam that covers the coursework completed for the degree or write one (1) of the critical essays required of doctoral students. By the end of your second semester on the M.A. track (or the end of your first semester if you entered through the UVA+1 program), you should work with your advisor to decide which option is best for you and inform the DGS accordingly.

Instead of the larger graduate committee that Ph.D.-track students put together, M.A.-track students need a primary advisor, plus a second reader for the critical essay or exam. Both the advisor and the second reader should come from the Anthropology faculty. You will be assigned an advisor upon admission to the program. Before you take your M.A. exam or submit your critical essay, you will also need to ask a second faculty member to serve as a "Second Reader." Your advisor and second reader will evaluate your exam or critical essay.

Master's students who successfully pass the exam or the critical review essay, in addition to completing all other requirements, typically earn their degrees in the middle of the second year. UVA undergraduates who enter the master's track as part of UVA's "+1" M.A. program, with some graduate courses already completed, usually take two semesters to complete the M.A

Annual student reviews

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

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

Funding

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

In 2012 the Graduate School of Arts & Sciences restructured how graduate programs are funded, with the result that finances are now centralized, and funding packages for grads standard. In anthropology, all incoming Ph.D. students receive, at a minimum, the same basic package, which is renewable for a total of five years. This basic package includes five years (10 semesters) of tuition, fees, health insurance, and stipend, plus a summer stipend to cover basic living expenses. Seven of these semesters are tied to work commitments, typically six (6) semesters as a Graduate Teaching Assistant- (GTA) and one (1) semester as an Instructor. In addition, Graduate School of Arts & Sciences has agreed to pay for the tuition, fees, and health insurance for students in the anthropology department who earn external grants for their fieldwork year when the grants cannot be used to fund these costs. You need to remain in good standing to continue receiving the GSAS funding from year to year.

Most Ph.D. students will finish in six years. Five years of this time will be fully funded by GSAS and the sixth will be funded through a combination of GSAS tuition and fees support and external fieldwork funding. That said, students may take up to four unfunded consecutive semesters on Dissertation Completion Status as discussed further below. Going beyond seven years is not advisable and requires special permission from both the department and the Graduate School of Arts & Sciences If a student needs to continue beyond their seventh year, they must submit the GSAS "Request for an Extension of Time Limit for Degree Completion" form by the deadline specified in the dates and deadlines list at the front of the current edition of this handbook.

http://graduate.as.virginia.edu/sites/gsas.virginia.edu/files/gsasExtension.pdf

Jefferson Fellowship

Based on merit, the Jefferson Fellowship is an internal fellowship that substitutes for GSAS support and provides an additional research support, a forum for engagement and collaboration with other Jefferson Fellows, some teaching relief, and other opportunities for professional development. For application instructions, go to:

http://www.jeffersonscholars.org/fellowship

External Graduate Study Funding

Listed below are some of the major fellowships that can be used to support graduate study. These fellowships are different from those which students apply for to support fieldwork in that they can also be used to support coursework and writing. Restrictions vary on who can apply, but typically you need to try for these while applying to grad school, or in your first or second year. Applications are usually due in October or early November, but you should check with the granting institutions for their own official details, requirements and deadlines. The DGS and other faculty members will be glad to advise you on whether and how to apply for these.

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

Fieldwork grants

Graduate students are expected to find outside sources of funding for their field research. Learning to write effective grants is also important because successfully winning competitive grants is a key to building your scholarly record and skills while you're in grad school.   As these are the most crucial grant applications you

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

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

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

The following list includes some of the most important options for anthropology grads, but not the only ones. Some accept applications only from U.S. citizens and permanent residents.

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

All of this said, it sometimes happens that a student in good standing, with an excellent project, is nonetheless unable to garner outside research funding in time to begin their fieldwork in their 7th semester (4th Fall). In such cases we encourage students to resubmit revised grant proposals and to proceed with their fieldwork. To do this, students may convert two semesters of write up funding to finance their fieldwork year. If a student decides to pursue this option, they must to write to the DGS to tell them that that they have no more grants pending, and the DGS has to request the conversion from GSAS. After doing this, they should continue to resubmit their applications, as the second semester of the conversion can be reversed if they get a grant during their first semester in the field. Further, when possible, it is advisable to set aside some of the stipend payment. This money can be used later to defray living expenses if you need more than one year to write and are unable to secure additional write up fellowships.

Whether or not they are externally funded, all students must remain fully enrolled while in the field, thus incurring charges for tuition, fees, and health insurance. As many outside funders will not cover these costs, the graduate School has agreed to provide tuition, fees, and health insurance for students in anthropology for up to two semesters (one year) of research for any student who secures an outside grant that cannot be used to cover these expenses.

Write-up Grants

Students who receive external fieldwork funding will have three semesters of university funding free of teaching and one semester of instructorship in which to complete the dissertation. Students who had to convert two write-up semesters into fieldwork funding will have one semester of funding free of teaching and one semester of instructorship. In either case, it is a good idea to apply for external write-up grants. External write-up grants will give you more time to polish your dissertation and may have extra perks attached to them, such as more money, access to different institutions and facilities, or seminar and publication opportunities. Often known as "dissertation-year" fellowships, write-up grants come in many forms, and may include other obligations and conditions. Be on the lookout for announcements of fellowships of this type at UVA and other institutions, including universities overseas. If you are thinking of applying for an external write-up grant, discuss the timing with the DGS and your committee. External

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

A&S Dean's Dissertation Completion Fellowships

To assist doctoral students who are poised to complete distinguished dissertations and enter the job market, the Graduate School awards approximately thirty dissertation completion fellowships annually that provide a sixth-year of funding, including $20,000 in living support (which requires a half-time teaching appointment), as well as full remission of tuition, fees and the single student health insurance premium. Fellows are typically offered appointments in the new undergraduate "Engagements" curriculum, which provides a unique and novel teaching experience for students' professional portfolios. The DGS will submit nominations for this fellowship in late February. Please contact the DGS by the start of your final spring of funding if you would like to be considered for this fellowship.

Graduate Fellowship in the Digital Humanities

Administered by the Alderman Library Scholars' Lab, these awards give you access to powerful computing tools meant to help advance scholarship in the humanities. Fellows are expected to employ advanced IT in their research and create or work with digital content and other electronic resources. These awards of $10,000 may supplement your fifth year of funding or help cover an additional year in residence while you write up your dissertation. It is often ideal for archaeology and linguistics grads who are working with complex datasets that can be manipulated and analyzed in electronic form. The application is usually due in March and announced at the end of the month.

The Dumas Malone and Albert Gallatin Fellowships

These are administered by the UVA Office of the Vice President for Research and supported by the Thomas Jefferson Memorial Foundation. The Malone Fellowship covers graduate students who need to investigate archives, or other repositories of information, in foreign countries. It is generally reserved for architecture and politics grads, but other disciplines are considered. The Gallatin Fellowship supports advanced graduate students writing dissertations on "international affairs," with preference for multinational studies. It is open to applicants across disciplines whose projects look at political, economic, social or legal processes across cultures. Applications to either of these grants need to be submitted through the Department, so talk to the DGS if you think you would be a good candidate for them.

Carter Woodson Pre-Doctoral Fellows Program

The Carter G. Woodson Institute's distinguished fellowship is a two-year residential fellowship for pre-doctoral students whose work focuses on Africa and/or the African Diaspora. Scholars selected for the fellowship join a cohort of interdisciplinary scholars. Fellows receive funding for two years. This includes an annual stipend of $24,000, plus health insurance. http://woodson.as.virginia.edu/fellowship-predoc

External grants

There are various opportunities for write- up funding from outside sources. Besides consulting the department's grant listings, be on the lookout for announcements via email. Common external write-up grants include:

- Charlotte W. Newcombe Doctoral Dissertation Fellowship
- AAA Minority Dissertation Fellowship
- SRI Foundation Dissertation Research Grants in Historic Preservation

Summer Funding and Other Small Grants

Your first two summers are crucial to obtaining the language and fieldwork experience necessary to compete for the large fieldwork grants you will need in your 4th year. Supporting these summer activities is therefore a very important part of the department's graduate funding budget.

Beginning with the 2016-17 cohort, each PhD student in anthropology receives, as part of their basic support package, a summer living stipend of $4,000 per summer for 5 years that is used to support summer living expenses. Students are also expected to apply for funds from the department and from other UVA and external sources to help defray the costs of their summer research expenses.

The two awards that may come from outside of the department are the Summer Foreign Language Fellowships and AHSS Summer Pre-Field Grants. The DGS announces the process for applying in early spring and applications will be due on the dates listed in the current edition of this handbook. Usually you'll provide a description of your project or study plans, a schedule of your activities and a realistic budget. This budget should include research related expenses which extend above and beyond the living expenses that can be covered by the standard summer living stipend. Funds awarded are meant to reimburse you for budgeted expenses and thus should not be construed as earned income. You should keep receipts for your records to be presented upon request. Awards vary a great deal, depending on a student's project, location, and access to other funds.

When necessary, the department can also use discretionary funds and other funds, such as the Gerszten and Mackenzie funds, to augment or substitute for these outside awards.

Conference Travel Funds

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

Department Small Grants

When funds are available, the department may provide additional so-called small grants of about $1,000 for various one-time needs. You might want to use the money for travel to an outside archive or archaeological collection, or to visit scholars at another institution, or to purchase particular pieces of equipment, pay for lab analyses, or cover other costs related to your work.

External language and pre-field grants.

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

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

The Health Insurance Plan and Subsidy

Grads in residence are eligible for a group health insurance plan for UVA students, underwritten by Aetna. The cost of your enrollment in the plan is covered by a subsidy (about $2,700) for every year of your basic funding package. If you exhaust your basic funding, you may have to pay the insurance premium yourself, or you could choose to find other insurance that UVA deems "comparable." International students are also required to carry health insurance. Any student who is eligible for UVA subsidies but chooses to opt out of the student plan can get a $250 fellowship award. Approval of a non-UVA policy must be secured by filing a hard waiver before the deadline (typically mid- September). Learn more about the Hard Waiver program here: http://www.virginia.edu/studenthealth/hardwaiver.html.

Even in years in which you receive the health subsidy, you need to enroll in the plan yourself every academic year. This is done online through the Aetna Student Health website. The annual plan starts and ends on August 15, although you can enroll retroactively as late as October. Check with Aetna for the firm deadline, and don't miss it! If you have the subsidy, it will appear during the electronic enrollment process. If you don't see it, and you know you're eligible for it, something is wrong; talk to the DGS right way. During the enrollment process, you can also add dependents at your own expense. Go to the Aetna Student Health website for more on rates and coverage.

Students working as TAs and RAs in half-time positions, earning at least $5,000 per semester and working for a full academic year, are also eligible for the health subsidy. UVA's policy can only be bought by the year, so if you are covered in the fall semester you will also be covered for the spring. If you are not enrolled in the spring, however, you will not be able to use Student Health services.

Teaching

Anthropology at UVA has an excellent teaching record. The department strives to prepare graduate students to be inspiring instructors and to value teaching as a vital part of their scholarly development.

Most grads will take jobs as teaching assistants during each year of their coursework, and all grads will be expected to teach their own course during one of their post-fieldwork semesters. The DGS will let you know what your specific instructional responsibilities are and what courses are available. Some students also opt to serve as course instructors during summer or January terms as well, but this is optional and not part of the graduate program itself. Money earned from such appointments is also additional to your regular annual stipend.

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

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

In Anthropology there are two kinds of graduate teaching positions: Graduate Teaching Assistant (GTA) and Instructor.

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

The graduate school sometimes calls the Discussion-Intensive Teaching Assistant a "Standard TA." In anthropology, DITAs lead discussion sections for lecture courses taught by a primary instructor, usually a regular member of the faculty. A typical discussion section has up to 20 students and a typical load of sections for one DITA assisting one course is three sections. In addition to leading discussion sections related to a lecture course, DITAs typically do a sizeable portion of the grading for the professor, who may also ask you to handle various other tasks, like doing a guest lecture, running a review session, or writing exam and quiz questions. As a DITA you're responsible for coordinating with the lead instructor, establishing the particulars of the job and working together to provide as much coherence as possible to the course.

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

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

Grads in good standing who are ABD are eligible to teach their own courses as adjunct instructors. As a required part of your program, you will serve as Instructor once during your 5 years of basic support. For most students this will come during one of the semesters following your return from fieldwork, usually the first post-fieldwork semester. Other opportunities for adjunct teaching will be available only rarely, with summer (or January) terms being your best bet.

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

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

Other Jobs

Jobs that don't involve classroom time can also materialize through the department and other programs at the university. These include, for example, hourly work assisting faculty with very large classes, research assistantships, paid work at the library and the writing center, tutoring in the athletics department, organizing teaching workshops for the department, helping with our annual recruitment weekend, updating or improving our website, or performing other odd jobs.

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

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

Stipends, Wages & Taxes

In the first three years (and again when you are an instructor), some part of the stipend is paid as wages for working as a teaching assistant in the department. The wage portion for serving as a GTA (Graduate Teaching Assistant) will be paid to you in biweekly paychecks issued via payroll. The remainder of your stipend is paid monthly, as a fellowship payment made through Student Financial Services. Both payments are made by direct deposit. There's more on how stipend payments may affect your federal and state taxes further below.

You are responsible for reporting your income in tax returns to the state and the federal government as required by law. Reporting requirements vary from person to person, but in general you should know that fellowship funds meant to cover living expenses (your stipends from UVA or elsewhere) are probably taxable, while funds covering tuition, fees and other required payments to the university as a condition of enrollment are not. Furthermore, wage earnings are generally taxable as "earned income," and in most cases state and federal taxes will be deducted based on the number of exemptions you claim. Doing your tax return correctly and on time will allow you to seek a refund for any taxes withheld over the amount you actually owe.

You should update your exemption claims every calendar year to make sure the right amount of tax is being withheld from your paychecks. For example, many grads have no tax liability and may therefore elect to have no taxes withheld. Others — say, those with two-income households — may owe more in taxes and need to have more than the usual withheld. You can find paperwork to take care of this issue in the main office or access it online, via the University's Integrated System website. (This is different from SIS, the Student Information System. The UVA Integrated System is a portal for employees to manage their hours, view their pay stubs, fill out forms, etc.)

Another thing to keep in mind is that fieldwork research fellowships often present a new tax situation. For example, you may be able to deduct unreimbursed field expenses from the grant amounts that you have to

report as income, thereby minimizing your tax liability. For more information on this and other relevant tax issues, see the latest version of IRS Publication 520, "Scholarships and Fellowships."

The usual disclaimers apply here: Specific tax situations vary from person to person, so consult with a tax expert if you're not sure what to do. And special circumstances apply to foreign students. They should get advice from the International Studies Office on how and when to file tax returns.

For questions about wages, paystubs or employment issues, contact UVA Human Resources. It's at 914 Emmet Street, next to Student Financial Services. Or you can call (434) 982-0123.

Retirement Plans

PhD students, because of the way TA wages are dispersed, are eligible for the school's retirement plans. UVA uses Vanguard and TIAA CREF, both of which send representatives weekly to the HR office off Emmett Rd. Students can make appointments with them to set up a retirement plan.

Work Eligibility

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

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

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

During the summer, however, you may work up to 40 hours per week in a university job, so long as you still plan to enroll again in the fall. The same applies to the winter break. That said, some outside funders, such as the NSF, may limit summer and winter break hours to 20 hours per week as well.

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

You don't need to be a full- time student to take an instructorship. In that case, it may be considered "professional employment" and result in extra payroll taxes for you.

The PhD Plus Program

PhD Plus is a university-wide initiative to prepare UVa PhD students across all disciplines for long-term career success. The goal is to educate versatile academics who are deeply engaged with society's needs to become influential professionals in every sector and field.

Please see the PhD Plus Website for further details:

https://phdplus.virginia.edu

Navigating Bureaucratic Procedures

Getting through graduate school involves learning some bureaucratic procedures — there's simply no way around them. Navigating your way through them will be easier if you understand, in good anthropological fashion, certain statuses that apply to you at different points and what their implications are. This chapter defines the most important ones in brief.

Your administrative status

Full-time student

A full-time student is enrolled in a minimum of 12 credit hours, whether in the form of research credits (NTRs) or courses or both. Students may take up to 15 credit hours without seeking an overload approval. With this status, you may be eligible for loan deferrals if you have any prior or current student loans. You can also purchase health insurance through the university's student plan, even if you don't get the usual subsidy, and you have full access to the library, the gym, athletic games, etc., although you may be required to pay the associated student fees if they are not otherwise covered. (The department's basic funding package will cover these as well as the health insurance subsidy for you when it's in effect.) Finally, you can work at the university as a student employee during a regular semester when you are enrolled full- time, up to the 20-hour maximum; to exceed this amount of UVA work, you need special permission. See the teaching chapter. Note that international students need to maintain full-time status to keep their visas active.

In-state vs. out-of-state

UVA is a state school, with different tuition rates for in-state and out-of- state students during the MA and first three years of the PhD program. While this will not matter much to you since your tuition is generally covered, it matters to the Department because out-of-state students — that is, most grads — "cost" more in the budget. In general, you can't change this status once you enter the university, no matter how long you live in Virginia or how much you pay in taxes. There are only very limited exceptions and the procedure involves special paperwork.

Dissertation Completion (DC) Status

DC status is available because the Graduate School recognizes that not all students will finish their dissertations within the six years for which the Department can provide tuition, fees, and health insurance (that's five years on stipend + one year of fieldwork when living and research expenses are expected to be supported by external grants). DC status costs a little over $200 per semester and allows you to keep your university eservices account (which provides email and many library services) and to remain on the department's list of active grad students. But it grants few other privileges, because on DC status you are affiliated with the university rather than enrolled. You are not considered a full-time student; your student loans can no longer be deferred; you lose access to the gym and other campus facilities; and you may be unable to remain in the same visa status. International students planning on going on DC status should check with the ISO to see how going on DC status would affect their visa eligibility. Students must fill out a form to request DC status each semester, and you are limited to four continuous semesters of DC status. Once you go on DC status, you are no longer eligible to TA or accept other forms of student employment. You can take an instructorship at the university as a professional employee, assuming you're ABD.

Some students also go on DC status over the summer to graduate in August.

Degree Conferral in Absentia (DCA)

DCA status can only be used once, for a single semester in which you graduate, and not all students will need it. Degree Conferral in Absentia status exists to allow you to defend and graduate when you have exhausted your other enrollment options (including DC status). If that situation applies to you, you must have completed writing your dissertation and already scheduled a defense before the Registrar will allow you to enroll in DCA status, because you don't get a second chance to use it.

Work-study

Some grads who request federal student loans may elect to receive part of their funding through work-study. Work- study positions are UVA paid jobs subsidized by the federal government. They pay up to a total, fixed amount per year based on financial need unmet from loans and other sources. The work could be at the library, for the Department or for any division of the university that advertises work-study positions. To find out more about applying for loans and whether you might be eligible for work-study, go to the financial aid webpages of UVA Student Financial Services. Hours worked in work-study jobs count toward your overall hours of eligibility for employment at the university, assuming you're enrolled as a full-time student.

Your academic status

These categories are primarily academic; they indicate your rank and standing as a student in the department and the graduate school.

In good standing

You should always be "in good standing." If you're not, you might be dropped from the program during one of the Department's reviews of student progress (May or January).

"In good standing" is an official university classification based on definite criteria. To be in good standing you must not have any course grades lower than the B range; beyond your third semester, you must have three active members on your committee; and during the latest May (or January) review the faculty must find that you are making adequate progress toward a degree.

Make sure you don't fall out of good standing by accident or otherwise. For example, incompletes taken in your courses are converted automatically to Fs about six months after grades are due. The graduate school enforces this policy firmly and does not easily allow grades to be overturned once they've been assigned. For this reason, you should avoid taking incompletes and, if you can't, resolve them quickly. Also, if a committee member unexpectedly withdraws from your panel, find another one quickly, get the proper consents, and make sure the administrative assistant updates your Committee Form.

Probation

A student who does not make satisfactory progress in a given semester may be placed on probation. A permanent note is added to the student's transcript. The student is informed of the specific requirements necessary for remaining at the University beyond the semester of probation. These requirements will be determined by the DGS in consultation with the faculty and the student's advisor. These may include, but are not limited to, a specific number of courses taken for credit and a specific GPA or a specific amount of progress accomplished on the dissertation or other milestones. The student who does not meet these requirements may be required to withdraw from the University.

Leave of Absence

Students who need to take a leave of absence from the department may apply by letter or email to the DGS. The letter, which can be brief, should explain why you want to take the leave (e.g., a medical condition that requires treatment). Leaves cannot be used for field research, and IRB proposals will not be approved for field research during a leave of absence. If the DGS approves, your request for a leave will be forwarded to the graduate school, which must also approve the request. Students who are in good standing and who show cause may receive a leave of up to one academic year (or two consecutive semesters), renewable for up to one additional one- year period. Renewals are subject to approval in the same manner as an original request for leave. For leaves of up to 2 years (4 semesters), reinstatement into the program is relatively easy. Students who have been on leave more than 2 years must go through the department's admissions process. While on a leave of absence, you have no fiscal status as a student and are not considered to be working toward a degree in the department. If you secure a leave, be sure to follow the deadlines to apply for an extension or reinstatement mentioned in your approval letter from the graduate school.

Ph.D. Pre-Candidacy

You are considered in Pre-Candidacy when you have satisfactorily completed the 1st-year portfolio, 2nd-year critical review essays, common courses, and first foreign language requirements, and you been invited to continue on toward PhD candidacy. This usually occurs at the end of your second year in the program.

Ph.D. Candidate / All but dissertation, or all but defended (ABD)

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

Department Life

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

Your Cohort

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

One of the benefits of structuring the program so that every student arrives with committed funding is that your success does not entail the failure of others; each student's unique work is evaluated on its own terms. In ideal situations this leads to cohorts that celebrate their mutual success and support each other in various

informal ways of their choosing, including social activities, reading and study groups, etc. Competition, to the extent that we encourage it, is constructive rather than destructive. We strive to make each other smarter as we make ourselves smarter.

And as you move through the program, you'll find that graduate students in other cohorts also will enrich your experience as classmates, colleagues and guides who can provide you with advice about the journey based on their own experiences.

Workshops and the Departmental Speaker Series

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

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

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

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

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

Graduate Student Meetings and Officers

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

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

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

Grad reps are chosen from nominees who step forward at the first meeting of the year. They are typically third-years or beyond.

Usually we also elect a social chair to organize social events, as well as a graduate council representative, who attends meetings of the Graduate School of Arts and Sciences Council, an official body that represents graduate students in university-wide issues. Those issues include grad student space, health insurance, tuition, taxes and wages. GSAS council also has access to student activity fees that can be used to support student-planned events. The grad council rep should convey information about those funding opportunities and other GSAS-wide activities to the rest of us.

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

Appendix

Notes on teaching

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

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

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

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

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

You are responsible for your own syllabus. Make it as clear, concise and complete as possible. This applies especially to the courses you teach on your own, but having a syllabus specific to your discussion sections is also important when working as a TA. A standard syllabus will outline learning objectives you want your

students to meet, define assignments and policies, and explain participation guidelines, grading procedures, etc. Instructors should also give their students an idea of the reading schedule and structure of the semester. As a TA, you need not repeat in your section syllabus information found in the lecture syllabus, but you can add or expand on it in reasonable ways; explain, for example, your participation policy.

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

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

If nothing else, think of professors you've had whose teaching you admire, and emulate them. What works in their classrooms and why? Chances are, you remember their teaching because they found a way to make it fun and interesting. Make an effort to have fun with your teaching in ways that work for you. Be creative. And finally, get a good night's rest.

Administrative Details for New Students

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

Eservices, home directory and email

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

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

Note that email is official university correspondence. You should assume that it can be monitored by UVA officials. Use an outside email account for sending messages of a sensitive or personal nature.

Get a student ID and number

You need a student identification card to do a lot of things around here. After setting up an Eservices password go online to register for a student ID number. Then you can get your identification card at the University ID Card Office, in the Observatory Hill Dining Hall on McCormick Road. Bring a valid government-issued photo identification card with you. Note the expiration date on your new card and make

sure to renew it when it expires. (This often happens around the time you return from the field.) Renewals are free, but if you lose your first ID you'll have to pay a fee to replace it.

Get your keys to Brooks

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

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

Mailboxes and lockers

Your graduate student mailbox is in the basement of Brooks Hall. Take note of the slot with your name on it and check it regularly. You can use this as a drop-off point for student papers and other official business. Any postal or campus mail you receive at the department is deposited there.

Lockers in the basement area are available first-come, first-serve. If you see an open one, claim it by putting a lock or a tag of some kind on it. Please consider making your locker available to others when you leave for the field, and clean it out when you graduate or leave the program. Some of the lockers are reserved for linguistics M.A. students. If you're not sure which those are, ask.

Library carrels

Library carrels are desks in the quiet and secluded stacks of Alderman Library and can be an ideal place to study and write in peace. Most carrels have shelves, a drawer that can be locked and an electrical power outlet. There' s usually Wi-Fi access throughout the stacks, and grads may store books checked out to them in their carrels. Carrels may be shared by up to two students.

If you want a carrel assigned to you, talk to a staff member at Alderman Library about the procedure, as it sometimes varies. You may be asked to have the department's main office confirm that you are a student in residence, and there may be limits based on availability or quotas established across departments.

If you get a carrel, please consider relinquishing it when leaving for the field.

UVACollab

Collab is the university's version of Sakai, a web-based portal designed in partnership with several major institutions. It's meant to facilitate collaboration on academic projects and instruction. All courses and discussion sections at UVA

are eligible for workspace on Collab, and many other collaboration sites are open to all users if you want to join them. You can search for public sites, create new project sites, and manage site memberships from your workspace in Col- lab.

You'll use Collab as a student and an instructor, and it's a good idea to familiarize yourself with the ins and outs of how it works. (The views and permissions you have for courses you teach and courses you take are slightly different.) Collab allows you to exchange files, submit or evaluate assignments, post or access syllabi

and reading materials, etc. You can also create new Collab sites for group projects with others within and beyond the university community and establish site permissions based on your needs.

The department operates several in-house Collab sites, including one for each subfield and one for departmental documents (such as grant lists or faculty-search applications). You should make sure you're signed up for the sites that apply to you. For any course you take, the relevant worksite will appear automatically in your tabs once the instructor has set it up.

For the courses you teach, you'll need to set up your own Collab sites. This includes discussion sections to which you're assigned as a TA. (Sections have their own sites, separate from the site of their associated lecture). To set up a new worksite for a course, follow the onscreen instructions available on the Collab homepage.

Printing and scanning

By being frugal in their printing habits, grad students have been able to prevent the establishment of departmental quotas.

The lobby printer is accessible from the grad lab computers, and it's a good choice for course articles or instructional materials because you can print double-sided automatically. Please also consider printing multiple pages to a sheet where possible, or printing more lightly using the machine's toner-saving mode. The lobby printer also allows you to scan documents and email them to yourself, without having to print them.

Getting the Most Out of Grad School

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

Prioritize

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

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

Get organized

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

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

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

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

Don't plagiarize

Plagiarism is a serious offense that can lead to dismissal from the graduate program. To plagiarize means "to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source," "to commit literary theft: present as new and original an idea or product derived from an existing source" (Merriam-Webster online dictionary, https://www.merriam-webster.com/dictionary/ plagiarizing, accessed May 2, 2017). According to Merriam-Webster, the word comes from the Latin plagiarus, meaning "kidnapper." You will find that the wider community of scholars places a high value on intellectual honesty and, like the department, has little tolerance for the "kidnappers" of other people's words.

Be flexible

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

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

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

Writing

This sounds trite, but the way you start writing is by writing. Make it a daily habit. Choose the time that works best for you. Two to four hours is plenty. Eliminate every single distraction, including your own tendency to edit as you write. Whether you're working on a course paper or your dissertation, what comes through your fingers at first doesn't need to be perfectly on topic. Writing is thinking, and once you get a nice flow going, your thinking will get clearer and fresher. If you get stuck on a word, sentence or paragraph, force yourself to muddle through it, leaving breaks to flesh out later. Be willing to set down ideas in the raw that will need further refinement at a different time, one that's blocked off for rereading and revising. Brainstorm, read your sentences aloud and consult style guides, a good thesaurus or dictionary, etc., as needed.

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

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

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

Take a break; you need it

Don't forget to rest, relax and take care of your relationships. Get a drink or coffee with your peers, make new friends, cook dinner with your partner, take a nap. Go for a quiet walk, go camping, biking, running or to the theater — do whatever kinds of activities help release stress and inspire creative thinking. Central Virginia is a beautiful place. You should take time to explore the surroundings while you're here. Whatever you do, make time for fun in your life. Your work is important, but it can never be everything.

GSAS forms you may need to file and where to find them

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

Places and Spaces

Alderman Library

The main library at UVA.

You won't miss the vibrant cafe in the lobby. The fourth-floor Scholars' Lab has an airy study space and powerful computing equipment. The third floor has a small study lounge for graduate students only. The second floor has a public reading room that's quiet and cozy, with subdued lighting. Carrels are in the stacks.

The university's library system is centralized online and offers access to a range of scholarly databases and robust search engines. If you have trouble finding anything, or you want to request books or other materials for purchase, contact the university's anthropology librarian.

Brooks Hall

Our home.

Faculty have offices throughout the building. Brooks Commons is open to the public and is the site of many department receptions and gatherings. Archaeologists have lab space in the basement. Grads are assigned shared office space while they are writing their dissertation for as long as space permits.

The building has two research archives. There's a linguistics library in the second-floor conference room. The general anthropology library is on the third floor at the end of the hallway. (The Kevin Barry Purdue Archive of Traditional Culture has moved to UVA's Special Collections.)

Off the second-floor conference room there's a small kitchen you can use. Off the third-floor library, there's a small study room with a microwave and a few cabinets.

Grad students have access to a computer lab and office in the basement, next to the grad lockers and mail slots. The outer room of the grad lab has more computers and tends to be where a lot of socializing takes place. The inner room has more desk space and tends to be quieter. This part can be scheduled for TA office hours. Also, when space is available, faculty offices may be allocated to grad students who are in the write-up stage.

Brooks Hall was once a museum of natural history. Jeff Hantman has documented the building's history and lore for the department. You can read more about it on the department's website.

Center for Teaching Excellence

In Hotel D on the East Range, a short walk from Brooks.

The CTE offers services, workshops, and resource materials to enhance teaching and professional development among faculty and graduate students. Trained consultants who are also faculty and grad students with lots of classroom experience offer free advice and feedback on your teaching. See more on the Center's website and in the chapter on teaching in this handbook.

Graduate Career Development Services

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

Area programs at UVa

These are interdisciplinary centers, each with a specific with regional or topical focus:

Carter G. Woodson Institute for African American & African Studies
Center for Russian, East European, and Eurasian Studies

Contemplative Sciences Center
East Asia Center
Middle East Studies Program
South Asia Center
Tibet Center
Women, Gender & Sexuality

Student finances and employment

For loans or billing and account information, contact Student Financial Services. You can drop in at 1001 N. Emmet Street, across from the Barracks Road Shopping Center, or call (434) 982-6000.

For questions about wages, paystubs or employment issues, contact UVA Human Resources. It's at 914 Emmet Street, next to Student Financial Services. Or you can call (434) 982-0123.

For both offices, you can find forms and other information online.

Other UVA programs and services

A simple web search should take you directly to the homepage of any of these other university resources:

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

Using the Student Information System (SIS)

UVA uses the web-based Student Information System (SIS) platform to allow students to register for classes and monitor their academic progress.

https://virginia.service-now.com/its?id=itsweb_kb_article&sys_id=6ab28cd3db7ac744f032f1f51d961911

Please follow the link below to learn how to use it.

https://virginia.service-now.com/its?id=itsweb_kb_article&sys_id=26d33eb8db809f004f32fb671d96191f

Before getting started you will need to have a Student ID and computing ID.

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

You should also use SIS to perform other functions, such as checking your academic requirement report to confirm that your milestones have been accurately recorded, reviewing your financial account with the university or applying for financial aid (federally backed student loans).

Be sure to register on time as your enrollment status may unexpectedly default to that of a full-time student taking graduate courses. This is especially important for ABD students. In either case, a failure to register on time can temporarily disrupt your stipend payments, teaching wages and tax withholdings. If you run into a problem like this, please contact the DGS right away so that they can help you to solve the problem.

Year by Year Checklists

First Year Checklist
- Orientation & introductions
- Meet with grad committee (August)
- Register for fall courses
- Apply for outside funding, if applicable
- Meet with grad committee again (November)
- Register for upcoming spring courses
- Apply for summer funding (March)
- Write and submit IRB protocol, as applicable (March)
- Obtain research permits, travel authorizations, travel health, as applicable (March-May)
- Meet with grad committee again (April)
- Register for upcoming fall courses (April)
- Submit Fieldwork Emergency Contact Info to DGS (April)
- Submit First-Year Portfolio (May)
- Discuss project with faculty, search for chair
- Begin gathering, reading materials for critical essays
- Certify first foreign language, as soon as possible
- Attend department seminars, symposia, events
- Foreign language study and/or pre-field research (Summer)

Second Year Checklist
- Meet with grad committee (August)
- Apply for outside funding, if applicable
- Form committee (by December)

- Write first critical essay (due early December)
- Register for upcoming spring courses
- Apply for summer funding (March)
- Write and submit IRB protocol, as applicable (March)
- Obtain research permits, travel authorizations, travel health, as applicable (March-May)
- Submit Fieldwork Emergency Contact Info to DGS (April)
- Write second critical essay (due early May)
- Register for upcoming fall courses
- Earn M.A., if desired graduate, or advance as Ph.D. Pre-Candidacy
- Certify first foreign language if not yet completed
- Attend department seminars, symposiums, events
- Foreign language study and/or pre-field research (Summer)

Third Year Checklist
- Update your committee on summer work (August)
- Proposal Workshop (7060) (3 credits)
- Begin developing dissertation proposal
- Apply for outside dissertation research funding
- Register for upcoming spring courses
- Apply for department small grants, if applicable
- Present work at Third-Year Symposium (February/March)
- Continue work on dissertation proposal
- Schedule proposal defense
- Defend dissertation proposal, advance as ABD
- Obtain research permits, travel authorizations, travel health, as applicable (January-May)
- Submit Fieldwork Emergency Contact Info to DGS (April)
- Attend department seminars, symposiums, events
- Complete second foreign language, before defense
- Write and submit IRB protocol(s), as applicable
- Continue research & reading as needed
- Prepare your departure to the field
- Leave to field, preferably by fall

Pre-Departure Fieldwork Checklist
- Dissertation Proposal Defense
- Outside Funding Applications
- IRB Protocol Approval or Waiver (UVA and local if required)
- Visas and other travel and/or research permits
- ISO and State Department Registrations
- Talk to the DGS about what your work and/or write-up options are when you return
- Inform contacts in the field of your arrival plans, if possible
- Pre-arrange housing at field site, if possible
- Research culturally accepted forms of reciprocity with local assistants and hosts
- Decide what special technology, if any, you'll need
- Devise a method for protecting your data, written and electronic
- Discuss appropriate forms of contact with chair
- Schedule your research tasks, provisionally
- Check for State Department travel warnings
- Get advice from others about living in the field
- Will you need to sublet your apartment?

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

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

PhD Requirements Summary
- Coursework (54 units)
  - 7010 and 7020
  - At least one course in each of the three subfields
  - 7060
- Research & advising credit (18 units)
- Competency in two languages or mastery in one
- Two Second Year Critical Essays – One Topical and One Regional
- Third year symposium presentation
- Dissertation proposal defended & approved
- Dissertation research (fieldwork)
- Teaching your own course (instructor)
- Dissertation defended & approved

M.A. Requirements Summary
- Coursework (30 units)
  - History of Anthropological Theory I (7010)
  - Subfield Electives — at least one course in two of the three subfields
  - Elective courses on relevant topics, regions
    Competency in one foreign language
- One of the following:
- exam on coursework
- one critical review essay (topical or regional)

The Syllabus Model for Graduate Critical Essay Writing

How you write your essays will ultimately depend on decisions you will make in consultation with your advisor, but the following information will give you a possible model and a helpful place to start.

Graduate Critical Essays in the Anthropology Graduate Program should have the approximate breadth and depth of an undergraduate second-year anthropology syllabus at the University of Virginia. Regional essays should cover all of the major anthropological debates and issues within the geographic region, regardless of whether these debates fall within your topical area. Conversely, Topical essays should cover all applicable debates from a worldwide perspective, regardless of geographic region.

To use the syllabus model to help you craft your Critical Essay, imagine that you have been asked to teach a survey course to a group of about 30 bright undergraduates, mostly anthropology majors, who have all taken ANTH 1010 (so that they are familiar with basic anthropology concepts and terms), but who have no familiarity with your subject area. What would be appropriate titles and course scope to reach this group, in your Topical and in your Regional area of interest? The syllabus model should help you decide what is a large enough Regional or Topical area, and what is too broad or too narrow: A one- semester syllabus covers 14 weeks of classes, either through a once-a-week in-depth meeting on one set of issues each week, or through shorter meetings multiple times in a week, on issues that are related but separable. Is there enough material in your proposed area (whether Regional or Topical) to animate 14 weeks of instruction and discussion? If not, enlarge the proposed area. If there is too much material, consider narrowing down the area. Consult with your main advisor and other committee members as necessary before finalizing, and remember that your title can change as you go along.

Keep the syllabus model in mind as you prepare an outline and then flesh out your Critical Essay. Good syllabi create a 'storyline' of some sort through the material; they are not mere literature reviews. They expose major debates (whether historical or current), and reveal blank spots or disagreements within the field, but they do not necessarily showcase a particular opinion on all of these from the Instructor. If you do have a position that you want to maintain on some of the issues, consider how a good syllabus would present such a stance while also making sure that students do not complete the class without being aware of the arguments of the other side.

In preparing the outline for your Critical Essay, you may actually choose to create a realistic syllabus (or your advisor may ask you to do this, perhaps as the final assignment for a reading course on your Essay area). This exercise provides you with a constant reminder of the level and scope at which you should be working, and may take some of the stress out of the Critical Essay assignment. It also provides you with a clear outline for your final written paper, as well as a prepared syllabus for future teaching and/ or submission to prospective employers. If you choose to actually create a syllabus, make sure that in addition to the version that your students will see, you also create an annotated 'shadow' version of the syllabus for yourself, in which you add notes and references about the ideas you will present in each lecture, including those aspects of the issue-of-the-week for which no reading is specifically assigned. NOTE: Faculty who assign the creation of a syllabus as the final assignment for a Reading Course will also ask you to submit the 'shadow' syllabus as part of the assignment. Be sure to make plans to submit a first draft of your syllabus, with its 'shadow' counterpart, to your advisor and committee in plenty of time to make changes and have a final version of both essay and syllabus before the end of the semester.

A realistic annotated syllabus should follow a version of these constraints:

-Cover 14 calendar weeks, with separate issues addressed each week. You may choose to subdivide so that your class meets twice or three times per week. Whatever your choice, always have a clear title to show the issue that will be taken up in each class meeting.

-Prioritize, select and organize so that the main anthropological debates and themes in your syllabus area are presented in detail, while more specialized debates are postponed for a higher-level class. Ask yourself: if my students graduate from this class without knowing "X", should I be embarrassed, given the class title?

- if appropriate (remember that storyline!) it is acceptable also to include materials from interdisciplinary sources and/ or from disciplines outside anthropology.

-The weeks of your syllabus semester may be sub-grouped together, to show larger combinations of thematically-related issues. If you do this, add sub-headings to your syllabus to show what you are doing. Keep things clear and coherent for your undergraduate students!

-Assign specific readings and pages for each class meeting. Stick to a maximum of about 150 pages per week. Consider assigning both required reading and recommended reading for each syllabus day.

-If appropriate, assign one or two books that the students will buy: Maximum expense, up to $150.00. Assign appropriate readings from these texts in the relevant weeks, and add annotations in your shadow syllabus to explain how you will build on these readings in your class lecture.

-Consider adding an Appendix for your students, giving them some references for "Additional Reading" – books or papers that you find particularly exciting or thought-provoking, but for which you do not have space in your syllabus itself.

-In a real syllabus, there will be assignments for evaluation (tests, homework, essays, presentations...). Add some first-pass ideas and dates for these if you are creating a full model syllabus for future use. They can be useful in noticing where the major turning-points are to be found in your syllabus.

Checklist for Fieldwork with Little or No Internet

Communications
Email: Set up an email auto-response with your contact information in the field and contact information for a proxy (if you have one). There are add-ons that you can download which will also let you schedule emails in advance. This may be helpful for sending necessary reminders close to appropriate dates and deadlines.

Phone: If you haven't already during pre-field work, acquire a local phone number before going to a location without internet. If available, consider purchasing a phone that can carry multiple sim cards. Buy sim cards from different providers in case cell service with one provider is not as strong in your field site. Share your number(s) with all committee members, DGS, and proxy.

Proxy: Find someone (a family member, close friends, committee member) to serve as your proxy during fieldwork. This person should be available to check in with you once a month and possibly handle sensitive, urgent, or password protected information for you. If this person is not your 'in case of emergency' contact, make sure that they have each other's contact information. Give your proxy any important information they may need, including deadlines, passwords, and contacts. Set their phone up as your second 2-Step Login phone number. Make sure that you send an email introducing the proxy to the

DGS, your full committee, and anyone else with whom they may need to work directly on your behalf.

Training Modules
You may be required to complete online training modules in order to maintain enrollment status, including ability to register. Send an email to the DGS (anth-gds@virginina.edu) asking them to contact module_response@virginia.edu (the office of title IX compliance/title IX coordinator). They will be able to waive the requirements.

2-Step Login
With a device: If you decide to bring a smartphone, tablet, or other app using device to the field, you will be able to use the Duo Mobile app to generate codes for 2-Step without a Data plan or WIFI. For more information on this please follow the following link: 2-Step FAQ. Without a device: If you won't have a device, you can generate codes online and print them before going to the field (and conceivably while in the field from a internet café if available). To do this login to you 2-Step management portal at https://2step.virginia.edu/ Note: This process requires 2-Step Login online, so be sure to print codes while you still have access to 2-Step Login and not once you are already in the field or in a place with limited access.

Course Registration
Karen can register you for spring courses, but she will need to be told to do so (this is where an automated reminder email may be helpful). Be sure to include your chair, the DGS, and a proxy (if you have one) in the email to Karen. Be clear that you will be in the field without internet, which NTR credits to enroll you in, and when to do so.

IRB
If you spend more than a year in the field, you may need to submit a continuation form for your IRB. Protocols reviewed and approved by the full board will require an annual continuation review in order for the researcher to continue the study. However, protocols that are deemed "expedited" either in the initial review or as the protocol progresses (either due to modifications or the fact that the protocol is no longer enrolling participants) will no longer require an annual continuation review. If a protocol is modified, modifications need to be submitted and reviewed. Study closure forms need to be submitted when the study is completed.

If you will need to submit a continuation or modification, you can prepare this is advance via iProtocol and ask your proxy to submit at the appropriate time. Submit at least a month in advance in case the board asks for changes to be made. Plan accordingly in case you will need to go into a location with internet to address any issues. You may want to contact Bronwyn Blackwood (blb2u@virginia.edu) in advance of departure if you foresee difficulties.

Register with ISO and State Department
You are required by UVA to register with ISO and with the State Department.

Health Insurance
USA: If you leave for the field during the summer, you will need to enroll in health insurance via UVA before the August 30th deadline. Enrollment opens July 15th. If you are already in the field, you may need a parent or other proxy to complete this for you.

International: When you complete your ISO registration, you will be prompted to enroll in mandatory CISI international health insurance. Send a receipt to Millie (mwd2f@virginia.edu) for reimbursement of this expense. If you are spending more than 12 months in the field, you will most like experience difficulty registering because ISO's contract with CISI is only valid for one year. You will need to:

a. Contact ISO to get approval for coverage that ends before your return date. Calling them directly is more effective than email.
b. Enroll up to the available date.
c. Enroll for the remaining time from the field when the new contract becomes available (ask ISO for exact time frame, but usually late spring). This can be a task for a proxy. Be sure to remind them to do so as the date approaches.

Funding
Be sure to address all requirements for your funding dispersal in advance of departure. Communicate with DGS about funding received. Communicate with proxy if further action is required

Prepare Your Return:
Teaching: Communicate with DGS about your plans for teaching upon return. Be mindful of annual budget timelines and making commitments that may shift while you are in the field and unable to communicate these shifts in a timely fashion.
Participation: If you are considering participating in departmental committees or leadership roles (speaker series, grad rep, etc.), be aware that these are roles are usually decided during the spring semester, when you may still be in the field. Considering communicating your interest in advance or finding ways to be in contact with relevant people during April and May to coordinate your participation upon return.

Departmental Contact Info

Department Chair
Eve Danziger 200 Brooks Hall ed8c@virginia.edu

Director of Graduate Studies
China Scherz 207 Brooks Hall crs4he@virginia.edu

Main Office: 434.924.7044
Karen Hall, administrative assistant 100 Brooks Hall kh3q@virginia.edu

Office administrator: 434.924.7033
Mildred Dean, department administrator 101 Brooks Hall mwd2f@virginia.edu

Computer support: 434.924.7050
Jeff Wimer, IT support jaw4uz@virginia.edu (Jeff is employed by the College of Arts & Sciences. You may need to reach him for help on computers in the grad or archaeology lab — to install new software, for example. He also serves other departments, so be patient!)