

**USF** UNIVERSITY OF  
SOUTH FLORIDA

**Department of Anthropology**



# **Graduate Program Manual**

**2009-2010**

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# Chapter 1

## General Advising Issues for All Graduate Students

### *Introduction*

The Graduate Program in Applied Anthropology at USF aims to develop creative scholars and scientists who will apply their knowledge and skills to contemporary human problems, whether as academics or practitioners. As a result, graduate studies in Applied Anthropology at USF are unique when compared with traditional graduate programs in Anthropology. At USF, we balance world-class training in theory and method with practice. Doing so places applied research—conceived and carried out with the communities where we work—at the core of graduate studies. We see this as a distinct advantage for our graduates, since it links academically rigorous scholarship with practical, first-hand experience, while providing opportunities for professional collaboration, networking, and funding. The department offers M.A. and Ph.D. degrees in Applied Anthropology, through which students learn the fundamentals of the four subfields of anthropology, their links with one another, and their relation to other academic disciplines. While appreciating such interdisciplinary ties, students in both degree programs follow one of three course tracks: Cultural, Archaeological, or Biological, each of which has a set of required classes and a choice of electives.

At the M.A. level, the Cultural Track trains students in the methods, theories, and practices of applied cultural anthropology, preparing students for careers in a variety of applied sectors, including community organization, public health care and delivery, rural or urban planning, economic development, heritage management, education, private-sector consulting and research, and work with non-governmental organizations. At the doctoral level, students receive more advanced training and research experience, and will be prepared for both academic and practicing positions. Students in both M.A. and Ph.D. programs may also opt to simultaneously pursue a concentration in Biocultural Medical Anthropology or in Heritage Studies by choosing elective courses from an approved list.

At the M.A. level, the Archaeological Track focuses on coursework in archaeological method and theory that prepares students for careers in cultural resource management or with public or private agencies and museums responsible for managing archaeological resources. At the doctoral level, the track provides advanced training and research in applied archaeological anthropology, offering preparation for both academic and practicing positions. Alongside this track, we offer concentrations in Cultural Resource Management and in Heritage Studies in which students at both levels may choose to take classes that focus on the practical management of archaeological and cultural resources.

At the M.A. level, the Biological Track offers focused training in methods and theories of applied biological anthropology, preparing students for careers in government and non-governmental agencies, community-based organizations, and medical fields. At the doctoral level, students receive more advanced training and research experience, and will be prepared for both academic and practicing positions. Students in both M.A. and Ph.D. programs may also opt to simultaneously pursue a concentration in Biocultural Medical Anthropology by choosing elective courses from an approved list.

We also collaborate with the USF College of Public Health to offer a dual degree program, in which students can earn an M.A. or Ph.D. in Applied Anthropology along with the Masters of Public Health (M.P.H.) in one of eight concentrations within Public Health, or the Ph.D. in Public Health, with an M.A. in Applied Anthropology.

***What are faculty responsibilities during the pre-admissions and acceptance periods, before students arrive on campus?***

- During the application period, typically mid-fall to early January, application materials of prospective graduate students will be maintained in a file by the Program Assistant; s/he will inform the faculty when the files are ready for review. Faculty should review this file prior to the January 15 deadline. The Program Assistant will circulate general information about the applicant pool, but faculty need to examine their folders, especially those whose interests appear to align with their own expertise. Based on this review, faculty should make a notation in the files of the students they are willing to advise.
- After the Admissions Committee has made its decisions, letters will be sent to successful candidates, including identification of the prospective advisor. Advisors will be tentatively assigned by the Admissions Committee, based on faculty indications in applicant files, as well as student requests. In the event that no one has agreed to sponsor an applicant whom the committee believes should be admitted, the Department Chair or Graduate Director will request that a particular faculty member consider serving as advisor to the student.
- Once acceptances are finalized, the Program Assistant sends information packets to the new students, which include contact information for their advisors and the Fall schedule, as well as information noting that their advisors may not be available during the summer months. The guidelines will indicate which courses they should consider enrolling in, but each case should be evaluated individually. Students in need of prerequisite courses will have been informed, and the advisor should have that information. Once faculty know who their incoming advisees are, they are encouraged to write or email them, introducing themselves and offering assistance in choosing classes and other academic issues, again bearing in mind that many faculty will not be able to contact students during the summer.
- Incoming students will be directed to make appointments with their advisors some time during the two weeks prior to the start of classes. Ideally, these appointments should be set well in advance, and faculty should have provided their new advisees with information about when they will be available during the two-week period. New student orientation is typically held one week before classes begin; students and advisors who have not already met should make sure to introduce themselves at that event, and set advising appointments. General advice will be offered at Orientation about class choices and so on, but each student is likely to have different needs, and this first meeting is very important. Advisors should be prepared to answer any questions about requirements, electives, and so forth, as well as develop a plan for the first two years of coursework.

***What should advisors do for initial advising?***

- Review student's application file.
- Make sure you know if they need any or all of the prerequisite classes (Ant 2410, 2411, 3610, 3101), and be prepared to develop a plan with the student to complete them within their first academic year. Students must receive a grade of "B" or above (a "B-" will not be sufficient) in each course to successfully pass the prerequisite requirement. Students

with an undergraduate degree (e.g., B.A., B.S.) in Anthropology are exempt from the prerequisite classes, even if their particular degree program did not require a complete course in each of the four sub-fields.

- Have on hand a complete set of guidelines for the student's particular program.
- Have on hand the Fall and Spring class schedules, and a tentative schedule for the next year of classes, with which you can complete the student's tracking sheet, which lists the student's plan for two years of class work.
- Make sure the student is enrolled in Foundations of Applied Anthropology (unless previously taken as a USF M.A. student). Ensure that they understand the significance of this class; students must earn a grade of "B" or above to continue in the program (a "B-" will not be sufficient). *If the student does not successfully pass the course with a minimum grade of "B" then the student will be asked to withdraw from the program or else will be dismissed.*

### ***If a student needs prerequisite courses, how can these be fulfilled?***

- Generally, students must complete those classes by the end of the first academic year.
- They may choose to enroll in the classes at the undergraduate level in the regular way, especially if they wish to have them on their transcript.
- If they have an assistantship and tuition waiver, advisors should be aware that the waiver will not pay for undergraduate classes. If the student wishes to take the class at the graduate level in order to use the waiver, they must seek permission to enroll for an independent study with the professor teaching the class, with the understanding that they will complete the class in the same way as any undergraduate, but a grade will be assigned under the independent study number. Students must complete an independent study contract so there is a record in their file. Classes taken in this way do not count toward the required electives.
- Students may also opt to complete the prerequisite by informal audit, with the consent of the instructor (a form is available from the Program Assistant). In this case, they will pay no tuition. They will attend the classes, complete all work, and then the instructor should inform the Program Assistant that they have passed the class, which will be noted in the student's file. It is important that the advisor keep track of prerequisites and how they are being fulfilled.
- Students cannot "test out" of prerequisite classes.
- Students must receive a grade of "B" or above (a "B-" will not be sufficient) in each course to successfully pass the prerequisite requirement.

### ***Can students transfer in classes from other programs?***

- With approval from the Graduate Director, a student may transfer in up to 9 credits of graduate-level coursework from another institution, or 12 credits from enrollment at USF (for instance, as a non-degree-seeking student). In both cases, a grade of "B" or better is required.
- It should not be assumed that all courses will automatically transfer; advisors should discuss this with students early, and make sure the appropriate steps are followed to transfer those credits. The advisor should consult with the Graduate Director about the appropriateness of transferring credits, and the Graduate Director has authority to make a final decision. The Program Assistant will give guidance about this process. In most cases, these credits will be used to fulfill anthropology or external elective requirements.

### ***Can students substitute other classes for required Department classes?***

- In general this is discouraged, since the required classes constitute the essential core of the Applied Anthropology program. However, occasionally students will have taken (or wish to take) a class that is comparable to a USF requirement (for instance, an advanced statistics class, or a class in Applied Anthropology). In this case, the student may petition to have that class accepted in lieu of the requirement (a form is available from Program Assistant). The student must bring the syllabus of the proposed substituted class, and a faculty member who teaches the class in question will be asked to review it and give a judgment. The petition must be formally approved by the advisor, Graduate Director, and Department Chair. If successful, the student will take an elective instead of the required class. Advisors alone do not have the authority to approve the substitution of any classes.

### ***What about Ph.D. students who have already taken some required classes as part of a USF M.A. degree?***

- USF M.A. graduates do not need to take the required classes again. They should substitute electives for those classes already completed.

### ***Is there a minimum grade point average that students must maintain to remain in good standing?***

- Yes. All graduate students must maintain a 3.0 overall GPA, and cannot earn any single grade below a "C". The university's official policy, included in the Graduate Catalog is: "A student must maintain a minimum of a 3.0 ('B') grade point average over all graduate coursework. Failure to do so will result in probationary status. A student may remain on probationary status for one semester only, after which s/he will be terminated from the graduate program. No grade below a 'C' will be accepted toward a graduate degree."

### ***What is a concentration?***

- The department offers three concentrations, in Biocultural Medical Anthropology, Cultural Resource Management (CRM), and Heritage Studies. A concentration draws individual specialized course offerings together into a focused curriculum, and the concentration is noted on the transcript. Concentrations may be declared by both Ph.D. and M.A. students, but a formal declaration is required for the program to be listed on the record. Full details are listed on the Department webpage.

### ***What is the difference between a concentration and a track?***

- All students follow one of the three tracks, but the concentrations serve to focus coursework within the track. Thus, for instance, a student in the Cultural or Biological track might opt to take the Biocultural Medical Concentration within that track, or a student in the Archaeological Track might opt for the Cultural Resource Management concentration.

### ***Should everyone have a concentration?***

- Not at all. For some students, one of the three concentrations is useful, in that it demonstrates a particular focus. However, most students do not declare a concentration, but develop their own individual course of study within one of the three tracks.

### ***Do I need to declare intent to take a concentration?***

- Yes. Taking courses that fulfill a concentration does not automatically register a student for it. Students may declare the concentration upon application, or may decide to fulfill it during their course of study. Either way, students must be sure to let their advisor and the Program Assistant know that they would like the concentration, as the Registrar's Office must be notified.

### ***What happens at the end of the first semester?***

- New students will be directed to meet with their advisors some time between late October and the end of the fall term to discuss their progress and reexamine their planned Spring classes. This an important meeting, at which student and advisor should be prepared to:
  - Evaluate the student's progress, and address any academic concerns
  - Review the planned classes for Spring, and the following year, and revise if necessary
- If it is likely that an M.A. student will wish to carry out internship/research early (for instance in the summer immediately following the first year), it is important to establish this by the beginning of the second semester, so that the student has time to assemble a committee and write a research proposal.

### ***What is the Annual Assessment?***

- The entire faculty will meet toward the end of the Spring semester to evaluate the academic progress of all first year students. Advisors and class instructors will discuss each student, noting problems, special interests, special skills, and any information that will aid in steering the student to successful completion.
- Summaries will be written of discussions of each of the students, copies of which will be distributed to respective advisors and placed in students' files. Subsequent to the assessment meetings, advisors are expected to meet with advisees to discuss any problems or concerns identified by the faculty and to develop a plan for improvement. The Graduate Director should be notified by the faculty member as to the outcome of this meeting and be kept informed about ongoing problems.

### ***What happens in the second year and beyond?***

- Second year students will be directed to inform their advisors of their enrollment plans for the fall semester at least two weeks prior to the first day of class. This will allow the advisor to review the appropriateness of the course selections.
- Before second year classes begin, the advisor should review the student's file, paying attention to the transcripts of the year's grades to identify any problems (e.g., low grades, missing grades [M], and incompletes [I]). If there are problems, the student should be contacted as soon as possible. All second year students will be directed to

meet with their advisors some time during the first 6 weeks of class to review their plans for the coming term and discuss internship/dissertation research goals.

- Students will be encouraged to check with their advisors regularly, making sure advisors are aware of any changes in plans or status. Students should also contact the advisor if they encounter problems of an academic nature.
- The advisor is not expected to track students down (see section below on Student Responsibilities). However, it is the advisor's responsibility to respond to advisees in a timely way. If a semester has gone by without any word from an advisee, faculty are encouraged to contact her/him and check that all is well.

### ***What is the Advisory Committee, and how is it formed?***

- The advisory committee will guide the student's research from conceptualization through the completion of the thesis/dissertation, and thus should be formed in good time. The committee can be formed any time prior to completion of coursework, but must be in place before an M.A. student can begin an internship, or a Ph.D. student can advance to candidacy. Generally, M.A. students should begin choosing their committee no later than the start of the second year, as they are completing coursework; Ph.D. students by the end of the second year.
- Students are responsible for contacting department faculty they wish to serve, but the advisor should offer counsel about who might be appropriate to their interests. Advisors generally take the lead in inviting external members for doctoral committees (see doctoral committee section, Chapter 3). Students must obtain the consent of all members of their committee.
- Once the members of the advisory committee have agreed to serve, the advisor should notify the Program Assistant, who will prepare the official form, which requires the signatures of all members, and file it with the Graduate School. A copy should be placed in the student's file.

### ***What is the procedure for changing the advisor/major professor?***

- Advisors should make students aware that, while the department tries to match advisors and students, it is not uncommon for the student to change focus, or to develop a good working relationship with another professor, and a change is appropriate.
- Prior to the formation of the advisory committee, a change in advisor may occur at any time, initiated either by the student or the advisor. It simply requires completion of the departmental Change of Advisor form, to be signed by both existing and new advisors.
- A transition also quite often occurs at the time the student has completed coursework, or has made a decision about thesis or dissertation interests, and is ready to form the advisory committee. The original advisor may not be the best choice at this juncture, and students are fully encouraged to make whatever changes serve their interests, provided the prospective advisor agrees to serve. It is important that students discuss and explain the change with their initial advisor; merely leaving a form to be signed is not sufficient.
- Once the change has been agreed, the form must be filed with the Program Assistant; the new advisor will become the Major Professor, and will be listed as such on the Advisory Committee form.
- Once the Advisory Committee form is filed, change is discouraged, although it does sometimes happen. If subsequent changes are needed, a new committee form must be executed, with reasons documented.

- Changes in other Advisory Committee members also must be officially noted; please inform the Program Assistant in this event.
- Changes in Major Professor cannot be made, except under unusual circumstances, once the student embarks on an internship, or (for Ph.D. students) has advanced to candidacy.
- If problems arise in an advising relationship, both parties are encouraged to attempt mediation by the Graduate Director or Department Chair. This is a crucial relationship that should be free of animosity, and if problems cannot be resolved, all effort should be exerted to find a new solution.
- Students must have a Major Professor in order to graduate, so requests to serve should not be refused for frivolous reasons. However, no faculty member can be compelled to serve as advisor for a particular student. If a student is unable to find anyone on the faculty who will serve, after reasonable efforts on the part of the Graduate Director or Department Chair to render assistance, the student will not be able to complete the program.

***May a student have a co-Major Professor?***

- Yes, if this seems to be an appropriate arrangement, in which both professors will share the advising role equally. Faculty should not merely be listed as co-major professor as a courtesy.

***What is the Colloquium, and who presents at it?***

- All M.A. students must give a presentation at the annual Colloquium, as a requirement for graduation. This usually occurs on the third Friday of October. This presentation essentially replaces a formal thesis defense, although it happens earlier in the program.
- Ideally, students present after they finish their internships/research projects; the presentation takes the form of a report on their research experience rather than a presentation of final research conclusions.
- However, since the Colloquium only happens once a year, some students may present earlier, depending on where they are in the program. For instance, students might present a research proposal, if it is likely that by the time the next Colloquium happens, they might already have graduated.
- Early in the Fall semester, the Graduate Director will ask the faculty to identify students who should present, and will then contact the students to obtain a title and copy of the paper for circulation to a discussant. Advisors should assist students in preparing the presentation, and should help ensure they meet the deadlines to get material to the G.D.

***Is the advisor responsible for securing financial aid for advisees?***

- Advisors are not responsible for arranging financial aid, but they are encouraged to help students find ways to get support if needed. For instance, advisors are encouraged to help through such strategies as:
  - Becoming aware of opportunities for assistantships in the department and elsewhere
  - Considering advisees for opportunities for paid involvement in research projects
  - Considering applying for funding that would help support their advisees' work
 Researching fellowships for dissertation research and so on, and encouraging advisees to apply. Many fellowships require an application by a faculty member.

### ***Is the advisor responsible for giving guidance beyond academic issues?***

- The advisor is normally the first point of contact when a student encounters problems related to her/his academic program. The advisor should make every attempt to help the student resolve academic issues; if the advisor needs help related to program policies, requirements, and so forth, the Graduate Director or Department Chair may be asked to provide clarification.
- In the event of an academic dispute, faculty should be aware of the USF Grievance Procedures, available at <http://www.ugs.usf.edu/catalogs/0506/arcsagp.htm>. These require that an attempt be made to resolve the problem at the department level, beginning with the advisor and proceeding to the Graduate Director and Department Chair. If the dispute cannot be resolved at this level, the student should be advised of her/his right to pursue a formal grievance at the College level. As defined by the university, an academic grievance is “a claim that a specific academic decision or action that affects that student’s academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students. Grievances may relate to such decisions as the assignment of a grade seen by the student as incorrect or the dismissal or failure of a student for his or her action(s). Academic grievances will not deal with general student complaints.”
- Advisors are not expected to offer counseling about personal problems, but should be aware of appropriate referrals for students whose problems are interfering with their academic performance. Again, the assistance of the Graduate Director or Department Chair may be sought in these matters.
- Advisors are not responsible for intervening in problems of disputes between a student and her/his assistantship supervisor. Students should be advised to contact the Graduate Director or Department Chair if they encounter problems in that relationship.

### ***Is the advisor responsible for offering employment assistance?***

- Advisors are not responsible for securing employment for graduates, but they are likely to be an important resource in this regard. They should certainly provide advice and assistance, for example by reviewing the student’s curriculum vitae and draft cover letters, and referring them to job opportunities when they can. Advisors will ordinarily be asked to write letters of recommendation which can be crucial to the success of an applicant. Advisors should take this responsibility very seriously and ensure that they do not damage a student’s prospects by lateness or neglect.

# Chapter 2

## Program Guidelines and Advising Issues for M.A. Students

### ***Introduction***

The M.A. program in Applied Anthropology trains students in the application of all fields of anthropological scholarship to human problems, leading to careers in practice and/or preparing them for further study. It stresses rigorous education in theory and practice, and the development of applied research skills.

Initiated in 1974, it was the first in the nation to focus on career training for the practice of applied anthropology. Faculty specializations include medical anthropology, human biology, urban policy and community development, educational anthropology, media studies, ethnic policies and heritage, economic development, immigration, archaeology, cultural resource management, gender, environment, applied linguistics, and archaeological science. Geographic specializations emphasize the Caribbean, Latin America, United States, and Sub-Saharan Africa. More than 200 graduates have received an education in anthropology and its practical uses, leading to employment in government and private-sector agencies and organizations. For many, the M.A. is a terminal degree that qualifies them for professional careers in administration, program evaluation, planning, research, and cultural resource management. Others have gone on to earn doctoral degrees and have gained employment in academic or higher level nonacademic positions.

Master's level education at USF has three emphases—Cultural, Biological, and Archaeological, although these three tracks share some common requirements, and all are bound by general rules of the Graduate School, they have different curricula and employment trajectories.

Archaeological track graduates typically enter careers in contract archaeology, or public and private agencies responsible for managing archaeological resources. The Cultural track is designed to lead to employment in diverse areas that include health care, education, urban planning, human services, private sector consulting and research, and non-governmental community organizations. Museum and heritage programming represent areas of overlap between the two emphases. The Biological track offers focused training in methods and theories of applied biological anthropology, preparing students for careers in government and non-governmental agencies, community-based organizations, and medical fields.

### ***Admission Requirements***

A B.A. with a major in Anthropology is preferred. However, the program at USF emphasizes multidisciplinary training and collaborative research, and promising students from other fields are encouraged to apply. Students without an Anthropology background will be required to complete four prerequisite undergraduate courses (or their equivalent from another institution): Cultural Anthropology (ANT 2410), Biological Anthropology (ANT 2511), Anthropological Linguistics (ANT 3610), and Archaeology (ANT 3101).

## **Degree Requirements**

Course requirements for each track differ, as described below. However, requirements and expectation for the internships and thesis are identical. The program results in only one graduate degree: the M.A. in Applied Anthropology. The program consists of 30 credit hours of coursework, plus internship (4 credits) and thesis (6 credits), for a total of 40 credit hours.

## **Cultural Track Requirements**

- Required Courses
  - ANG 5486 Quantitative Methods in Applied Anthropology: Basic statistical analysis and use of statistical computing packages. All M.A. students are expected to enroll in and satisfactorily complete this course. Offered annually, usually in Fall.
  - ANG 6705 Foundations of Applied Anthropology: Explores philosophical foundations of anthropology and offers integrated examination of selected topics, drawing from the subfields. To continue in the program, students are required to earn a minimum grade of “B” in this course. *If the student does not successfully pass the course with a minimum grade of “B” then the student will be asked to withdraw from the program or else will be dismissed.* (3 credits). Offered annually in the Fall semester.
  - ANG 6701 Contemporary Applied Anthropology: A critical survey of Applied Anthropology as practiced today in the major branches of Anthropology, focusing on Applied Medical, and Urban Anthropology. (3 credits). Offered Fall and Spring.
  - ANG 6766 Research Methods in Applied Anthropology: Research design, data collection, and data analysis for applied anthropologists. (3 credits). Offered Fall and Spring. Students may take the Field Methods for Community Health Summer Field School in Costa Rica (6 credits) in lieu of ANG 6766. Please consult with your advisor.
- Elective Courses
  - In addition to the four (4) required courses outlined above, all students must complete five (5) additional graduate seminars in Anthropology (numbered at the 5000, 6000, or 7000 level, worth at least 3 credit hours each). Elective courses should be chosen in consultation with the advisor. No more than 4 credits may be taken through Independent Study and/or Directed Readings. Elective courses are typically offered every two years.
  - Students are also required to enroll in at least one (1) graduate level course worth at least 3 credit hours in a department other than Anthropology, selected on the basis of the student’s particular interests and in consultation with the advisor.

## **Archaeological Track Requirements**

- Required Courses
  - ANG 5486 Quantitative Methods in Applied Anthropology: Basic statistical analysis and use of statistical computing packages. All M.A. students are expected to enroll in and satisfactorily complete this course. Offered annually, usually in Fall.

- ANG 6705 Foundations of Applied Anthropology: Explores philosophical foundations of anthropology and offers integrated examination of selected topics, drawing from the subfields. To continue in the program, students are required to earn a minimum grade of “B” in this course. *If the student does not successfully pass the course with a minimum grade of “B” then the student will be asked to withdraw from the program or else will be dismissed.* (3 credits). Offered annually in the Fall semester.
- ANG 6198 Seminar in Archaeological Methods: An advanced critical survey of archaeological methods. (3 credits). Offered annually.
- ANG 6196 Archaeological Theory and Current Issues: Methodology and theory in archaeology, analysis, interpretation of data. (3 credits). Offered annually.
- ANG 6197 Public Archaeology: Current topical issues in public archaeology including Cultural Resources Management. (3 credits). Offered annually.
- Elective Courses
  - Regional and Topical Studies in Archaeology: Six credit hours (two courses) are required. Regular offerings include European Prehistory; Mediterranean Archaeology; Florida Archaeology; South American Archaeology; Historical Archaeology; Environmental Archaeology; North American Archaeology; Southwest Archaeology; Mesoamerican Archaeology; Archaeological Science.
  - One graduate-level physical anthropology course, often cross-listed with 4000-level versions of human evolution, human variation, osteology, or forensic anthropology. (3 credits)
  - Other electives may be drawn from any offerings in the Department. No more than 4 credits may be taken through Independent Study and/or Directed Readings.
  - Students are also required to enroll in at least one (1) graduate level course worth at least 3 credit hours in a department other than Anthropology, selected on the basis of the student’s particular interests and in consultation with the advisor.
- Field School
  - Students are required to have formal archaeological field training before beginning graduate school or to obtain it immediately after their first year of academic study. USF offers one or more archaeological field schools each summer, but the student should be prepared to participate in an outside field school depending on circumstances.

### **Biological Track Requirements**

- Required Courses
  - ANG 5486 Quantitative Methods in Applied Anthropology: (3) This course is an introduction to quantitative methods for the anthropologist covering both classical statistical approaches and exploratory data analysis, using computer with statistical software. Offered annually.
  - ANG 6705 Foundations of Applied Anthropology: Explores philosophical foundations of anthropology and offers integrated examination of selected topics, drawing from the subfields. To continue in the program, students are required to earn a minimum grade of “B” in this course. *If the student does not successfully pass the course with a minimum grade of “B” then the student will be asked to withdraw from the program or else will be dismissed.* (3 credits). Offered annually in the Fall semester.

- ANG 6701 Contemporary Applied Anthropology: A critical survey of Applied Anthropology as practiced today in the major branches of Anthropology, focusing on Applied Medical, and Urban Anthropology. (3 credits). Offered Fall and Spring.
- ANG 6766 Research Methods in Applied Anthropology: Research design, data collection, and data analysis for applied anthropologists. (3 credits). Offered Fall and Spring. Students may take Field Methods for Community Health Summer Field School (6 credits) which is held in Costa Rica in lieu of ANG 6766. Please consult with your advisor.
- ANG 6511/6588 Human Variation: This course is designed to provide students with an overview of human genetic, phenotypic, and demographic variation from both evolutionary and bio-cultural perspectives (3 credits). Offered annually.
- ANG 6469/ANG 6511 Theory and Methods in Applied Bioanthropology: The goal of this course is to examine major theories and some of the methods in biological anthropology and their application to contemporary issues and problems (3 credits). Offered annually.
- Elective Courses
  - All students must complete three (3) additional graduate seminars in Anthropology (numbered at the 5000, 6000, or 7000 level, worth at least 3 credit hours each). Elective courses should be chosen in consultation with the advisor. No more than 4 credits may be taken through Independent Study and/or Directed Readings. Elective courses are typically offered every two years.
  - Students are also required to enroll in at least one (1) graduate level course worth at least 3 credit hours in a department other than Anthropology, selected on the basis of the student's particular interests and in consultation with the advisor.
  - Students must complete three (3) additional graduate seminars in Anthropology (courses within the department numbered at the 5000, 6000, or 7000 level that are worth at least 3 credit hours each satisfy this requirement). Elective courses should be chosen on the basis of particular interests and/or skill requirements appropriate for the student's general plans for thesis research, and should be selected in consultation with the advisor.

### ***Requirements for all M.A. students***

- Internship/Research
  - Students must enroll in a minimum of 4 credit hours of ANG 6915 (Internship). The internship is expected to be the equivalent of a full time effort for at least one academic semester.
- Colloquium Presentation
  - All M.A. students are required to present at the annual colloquium as a condition of graduation.
- Thesis
  - Students must enroll in a minimum of 6 credits of ANG 6971 (Thesis).

### ***When should planning for the internship/research begin?***

- Normally, 18 graduate credit hours should be completed, including a passing grade ("B" or above) in Foundations of Applied Anthropology. Prior to planning the internship, the advisor should review the student's file to ensure these requirements have been met.

Moving through the approval process takes some time, so it is advisable to begin the process early in the semester prior to that in which the student intends to carry out the internship/research.

- Sometimes an opportunity to do an appropriate internship may arise prior to completion of 18 credits, for instance in the Summer after the first year. In those circumstances, it is usually possible to establish an out of sequence internship, as long as the committee members and the Graduate Director approve. However, students wishing to do early internships must still complete the proposal process outlined below and obtain the approval of their entire committee. Out of sequence internships are not recommended for students who have not completed the appropriate core Research Methods class.

### ***What is the Internship, and how is it structured?***

- The internship is essentially a research experience, in which the student develops a research project in partnership with the sponsoring agency and the advisor/committee. The internship may vary in form, for example:
  - Placement with a public or private agency, organization, or firm, in which the student has a defined role that will last a minimum of one semester (or one summer) of regular work, done under the supervision of an identified staff member of that entity. This may be a formal “internship,” (for instance, larger agencies may have an internship program for which students apply). However, it may also be a less formal arrangement, in which the student approaches the preferred partner, perhaps suggesting a particular research project s/he would like to perform. In any event, the work should involve the completion of research that will result in a thesis, and will have an applied dimension that will benefit the sponsor.
  - Some internships, particularly in Archaeology, may not involve a formal placement, but more accurately involve a research project done under the auspices of the department – for instance at a field site or in a lab setting. In preparing the proposal, the student is expected to discuss the applied dimension of the work, including its potential benefits to the public.
- Some internships are paid, either by the sponsor or perhaps through a faculty member’s funding, but many others are voluntary.
- Ideally, the student and advisor should have a face-to-face meeting with the prospective supervisor to discuss the terms and goals of placement. Based on this conversation, the student will write a proposal that forms a contract that will be helpful should misunderstandings arise during the course of the internship experience. The student should maintain contact with his or her advisor during the internship, and the advisor is expected to mediate in the event problems develop. The advisor should also be prepared to offer suggestions for the conduct of the internship, counsel regarding methodology and ethics, and assistance in conceptualizing the development of a thesis from the internship experience.

### ***Who should be on the M.A. Advisory Committee, and how is it formed?***

- The M.A. advisory committee must have a minimum of three members, all from the department.
- A student may choose to add additional members, either from within or outside the department; however, there must always be three Anthropology faculty members on the committee.

- Usually, the student makes the first contact with faculty who may be appropriate to serve on the committee, but it is usually helpful to discuss possible members with the advisor before approaching other faculty. When inviting faculty members to serve on the committee, the student should apprise them in general terms about the nature of the project, so that they can make an informed decision.
- As detailed above, the committee ideally should be composed prior to completion of coursework but must be formalized before the internship proposal is approved. Once all members have agreed, the advisor should notify the Program Assistant, who will create the committee form and file with the graduate school.

### ***What is the Internship/Research Proposal, and when should it be developed?***

- Once the internship/research is chosen, in consultation with the advisor/major professor, the student writes a proposal. Prior to that, the student must have chosen her/his Advisory Committee (see above).
- The proposal takes the form of a relatively brief document (typically 10-12 pages) which outlines the research question(s), the research site, and methodology, and offers a preliminary literature review (see Appendix II).
- The student submits the proposal to the Major Professor; once s/he decides it is ready for review by the entire committee, it is circulated to them, and a meeting is scheduled (giving the committee members at least 2 weeks to review the document). The advisor is responsible for scheduling that meeting.
- At the meeting, the student discusses the proposal, and committee members share their comments and suggestions. In light of that discussion, the student may be asked to revise the proposal; however, assuming there are no major problems, the committee approves the proposal, using the Approval form. The student may then sign up for internship hours, complete an internship contract, and begin the research, subject to IRB approval, if human participants are involved (See “What about IRB?” below).

### ***What about IRB?***

- All students who are working with human participants must complete a USF Institutional Review Board (IRB) application, naming the Major Professor as co-PI. In most cases, an expedited review is appropriate. Research may not begin until the IRB application is approved.
- Students who have completed ANG 6766 (Research Methods) should have some familiarity with the process, but the advisor should still be available to assist and advise with the preparation.
- Review and signatures are required by the Department Scholarly Reviewer (Chair of the Research Committee) and Department Chair. Students are responsible for submitting the IRB application and responding promptly to required revisions.
- An approved thesis/dissertation proposal must accompany the IRB application. In order to allow the student to begin the research promptly, the advisor should assist the student in moving as quickly as possible through the committee formation/proposal approval/IRB application.
- The Major Professor and student must complete mandatory investigator education for human subject protection before an IRB application will be approved. There are two types of requirement – a one-time completion of the foundation requirement, and annual completion of an IRB-approved continuing education course. Some of these are on-line (e.g., NIH Human Participant Protections Education for Research Teams), while others

are live courses (e.g., International Research), offered at USF. Students and advisors should consult the Office of Research, Division of Research Integrity and Compliance website at [www.research.usf/cs/hsp.htm](http://www.research.usf/cs/hsp.htm). The process for this training will be addressed in ANG 6766 (Research Methods).

### ***What kinds of issues may arise during the internship?***

- If the student is conducting work with an agency, the internship proposal should include a section that outlines the work that will be performed, the rights and obligations of both the student and the host agency, and issues such as how data collected may be used for the student's thesis and other research endeavors. Advisors should assist in negotiating this, to avoid conflicts later. On occasion, it may be necessary for advisors to intercede on behalf of students, or help mediate, should conflicts arise during the course of an internship. If serious incidents occur, the Department Chair, Graduate Director, and other committee members should be informed. In any event, the advisor should maintain regular contact with the student, who should feel free to seek assistance when needed.
- Some agencies may require students to write a report to them, outlining the work done, contributions made, and offering recommendations. This may be particularly likely if the internship was in the form of a paying position. In other cases, the thesis alone may be sufficient. As above, it is important that the student and advisor ensure that all expectations are clearly understood from the beginning and fulfilled.

### ***What is a thesis proposal, and how does it differ from the internship proposal?***

- Once the research is complete, the student should write a brief thesis proposal, in consultation with the advisor. While the internship proposal was essentially a proposal to carry out the work, the thesis proposal should describe the form of the thesis itself, including an outline of chapters. It should state a problem, and outline literature, methodology, and results/recommendations. Essentially, this document allows the student and advisor to touch base on how the internship turned out, and how (if at all), the final thesis plan will be different from the original proposal.
- Other committee members may be consulted at this point, at the discretion of the advisor. This would be most appropriate if the research has taken a different or unexpected turn. Otherwise, the advisor may approve the proposal, and note this in the student's file. At that point, the advisor should inform the committee that the student has now begun writing the thesis, and the student should enroll in thesis hours.

### ***How does writing the thesis proceed?***

- Once the proposal has been accepted, the student enrolls in thesis hours and begins writing.
- The sequence in which the chapters are written should be discussed between the student and advisor, but it is recommended that a timetable be established for the submission of draft chapters.
- The involvement of committee members during the creation of the first draft will depend on various factors, but the advisor is responsible for monitoring the student's progress and determining the point at which the draft thesis is ready to be circulated to the committee. Advisors should provide timely feedback on drafts that are submitted and keep the other committee members informed about the student's progress.

- Once the advisor is satisfied that the thesis is ready for review by the entire committee, the student should be instructed to provide copies to each of them. The advisor is encouraged to make sure the student provides copies to committee members in a timely fashion, allowing them sufficient time to read and review. However, this is primarily the student's responsibility.
- The final acceptance of the thesis occurs when all of the committee members have read and approved a complete draft. There is no formal defense of the thesis.
- The Department requires that a copy of the thesis be submitted for deposit in the department's archive.
- Students are responsible for submitting everything to the Graduate School by the posted deadlines, but advisors should be aware of these deadlines as well, and assist where appropriate.
- Advisors should also try to ensure that students send a copy of the title, abstract, and advisor information to the Program Assistant, for inclusion on the department web site.

***Is there a required thesis defense?***

- The department does not require a formal defense of the thesis. However, many faculty and students appreciate the opportunity to bring the committee and student together for a final meeting, immediately prior to the thesis approval. Advisors and students should feel free to suggest such a meeting, if time and scheduling allows.

# Chapter 3

## Advising Issues for Ph.D. Students

### ***Introduction***

The doctoral program in Applied Anthropology trains students in the application of all fields of anthropological scholarship to human problems, leading to careers in practice or academia. It stresses rigorous education in theory and methods, development of an individualized research program, and opportunities to teach and participate in professional activities.

Initiated in 1984, it was the first doctoral program of its kind, and more than 75 doctorates have been earned. Faculty specializations include medical anthropology, human biology, urban policy and community development, educational anthropology, media studies, ethnic policies and heritage, economic development, immigration, archaeology, cultural resource management, gender, environment, applied linguistics, and archaeological science. Geographic specializations emphasize the Caribbean, Latin America, United States, and Sub-Saharan Africa.

### ***Admission Requirements***

An M.A. in Anthropology is preferred. However, the program at USF emphasizes multidisciplinary training and collaborative research, and promising students from other fields are encouraged to apply. Students without an Anthropology background will be required to complete four prerequisite undergraduate courses (or their equivalent from another institution): Cultural Anthropology (ANT 2410), Biological Anthropology (ANT 2511), Anthropological Linguistics (ANT 3610), and Archaeology (ANT 3101).

### ***Degree Requirements***

Course requirements for each track differ, as described below. However, requirements and expectations for research and dissertation are identical. The program results in only one degree: the Ph.D. in Applied Anthropology. The Ph.D. program consists of 36 credits of coursework, plus dissertation research and writing (10 credits minimum), for a total of 46 credits beyond the Masters. Graduates of our own Applied M.A. program will have completed four (Cultural and Archaeological tracks) or five (Biological Track) of the listed courses). These courses will not have to be retaken if originally completed within the five (5) years prior to entering the Ph.D. program; anthropology electives should be substituted. Note that normally no more than 3 credits of total coursework may be obtained through independent study or directed reading.

### ***Cultural Track Requirements***

- Required Courses
  - ANG 6705 Foundations of Applied Anthropology: Explores philosophical foundations of anthropology and offers integrated examination of selected topics, drawing from the subfields. To continue in the program, students are required to earn a minimum grade of "B" in this course. *If the student does not successfully*

*pass the course with a minimum grade of "B" then the student will be asked to withdraw from the program or else will be dismissed.* (3 credits). Offered annually in the Fall semester. Ph.D. students with a recent (within the past five years) M.A. in Anthropology are not required to take Foundations of Applied Anthropology, although they may do so if their advisor recommends it. Students who opt not to take Foundations must substitute an elective class.

- ANG 6701 Contemporary Applied Anthropology: A critical survey of Applied Anthropology as practiced today in the major branches of Anthropology, focusing on Applied Medical, and Urban Anthropology (3 credits). Offered Fall and Spring.
- ANG 6766 Research Methods in Applied Anthropology: Research design, data collection, and data analysis for applied anthropologists with urban and medical interests. (3 credits). Offered Fall and Spring. Students may take the Field Methods for Community Health Summer Field School in Costa Rica (6 credits) in lieu of ANG 6766. Please consult with your advisor.
- ANG 6490 Seminar in Cultural Anthropology: (when topic is Anthropological Theory Today) (3 credits). Offered annually.
- ANG 7704 Legal and Ethical Aspects of Applied Anthropology: Examination of the development and nature of professional ethics in Applied Anthropology, including legal and quasi-legal regulations pertaining to human subjects research, privacy, and freedom of information (3 credits). Offered annually, usually Spring.
- ANG 7750 Quantitative Methods in Applied Anthropology: Advanced quantitative methods, which include multivariate statistical analysis and use of statistical computing packages. All Ph.D. students are expected to enroll in and satisfactorily complete this course (3 credits). Please note: This is an advanced level course, for which some students may not be well-prepared. In some cases, it may be advisable to take a more introductory graduate level course (such as ANG 5486 or equivalent in another department, to prepare for this class). If a student chooses to do this, the preparatory class may not be counted as either an Anthropology or external elective.
- Elective Courses
  - Students must complete three (3) additional graduate seminars in Anthropology (courses numbered at the 5000, 6000, or 7000 level, each worth at least 3 credit hours), chosen according to interest, and in consultation with the advisor. If ANG 6705 (Foundations of Applied Anthropology) is not taken, students will complete four (4) additional seminars. No more than 3 credits of total coursework may be obtained through independent study or directed reading.

### **Archaeological Track Requirements**

- Required Courses
  - ANG 6705 Foundations of Applied Anthropology: Explores philosophical foundations of anthropology and offers integrated examination of selected topics, drawing from the subfields. To continue in the program, students are required to earn a minimum grade of "B" in this course. *If the student does not successfully pass the course with a minimum grade of "B" then the student will be asked to withdraw from the program or else will be dismissed.* (3 credits). Offered annually in the Fall semester. Ph.D. students with a recent (within the past five years) M.A. in Anthropology are not required to take Foundations of Applied Anthropology, although they may do so if their advisor recommends it. Students who opt not to take Foundations must substitute an elective class.

- ANG 6198 Seminar in Archaeological Methods: An advanced critical survey of archaeological methods (3 credits). Offered annually.
- ANG 6196 Archaeological Theory and Current Issues: Methodology and theory in archaeology, analysis, interpretation of data (3 credits). Offered annually.
- ANG 6197 Public Archaeology: Current topical issues in public archaeology and cultural resource management. Open to non-majors with Instructors permission. (3 credits). Offered annually.
- ANG 7750 Quantitative Methods in Applied Anthropology: Advanced quantitative methods, which include multivariate statistical analysis and use of statistical computing packages. All Ph.D. students are expected to enroll in and satisfactorily complete this course (3 credits). Offered annually, usually in Spring. Please note: This is an advanced level course, for which some students may not be well-prepared. In some cases, it may be advisable to take a more introductory graduate level course (such as ANG 5486 or equivalent in another department, to prepare for this class). If a student chooses to do this, the preparatory class may not be counted as either an Anthropology or external elective.
- ANG 6115 Topics in Archaeology, when topic is Archaeological Theory and Current Issues II: Advanced methodology and theory in archaeology, analysis, interpretation of data (3 credits). Offered biannually.
- Elective Courses
  - Students must complete three (3) additional graduate seminars in Anthropology (courses numbered at the 5000, 6000, or 7000 level, each worth at least 3 credit hours), chosen according to interest, and in consultation with the advisor. If ANG 6705 (Foundations of Applied Anthropology) is not taken, students will complete four (4) additional seminars. If a biological anthropology class was not taken at the M.A. level., one should be taken now. Electives are typically offered every two years. No more than 3 credits of total coursework may be obtained through independent study or directed reading.
- Field School
  - Students are required to have formal archaeological field training before beginning graduate school or to obtain it immediately after their first year of academic study. USF offers one or more archaeological field schools each summer, but the student should be prepared to participate in an outside field school depending on circumstances.

### **Biological Track Requirements**

- Required Courses
  - ANG 6705 Foundations of Applied Anthropology: Explores philosophical foundations of anthropology and offers integrated examination of selected topics, drawing from the subfields. To continue in the program, students are required to earn a minimum grade of “B” in this course. *If the student does not successfully pass the course with a minimum grade of “B” then the student will be asked to withdraw from the program or else will be dismissed.* (3 credits). Offered annually in the Fall semester. Ph.D. students with a recent (within the past five years) M.A. in Anthropology are not required to take Foundations of Applied Anthropology, although they may do so if their advisor recommends it. Students who opt not to take Foundations must substitute an elective class.
  - ANG 7750 Quantitative Methods in Applied Anthropology: Advanced quantitative methods, which includes multivariate statistical analysis and use of statistical

computing packages. All Ph.D. students are expected to enroll in and satisfactorily complete this course (3 credits). Offered annually, usually in Spring. Please note: This is an advanced level course, for which some students may not be well-prepared. In some cases, it may be advisable to take a more introductory graduate level course (such as ANG 5486 or equivalent in another department, to prepare for this class). If a student chooses to do this, the preparatory class may not be counted as either an Anthropology or external elective.

- ANG 6701 Contemporary Applied Anthropology: A critical survey of Applied Anthropology as practiced today in the major branches of Anthropology, focusing on Applied Medical, and Urban Anthropology (3 credits). Offered Fall and Spring.
- ANG 6766 Research Methods in Applied Anthropology: Research design, data collection, and data analysis for applied anthropologists (3 credits). Offered Fall and Spring. Students may take Field Methods for Community Health Summer Field School (6 credits) which is held in Costa Rica in lieu of ANG 6766. Please consult with your advisor.
- ANG 6511/6588 Human Variation: This course is designed to provide students with an overview of human genetic, phenotypic, and demographic variation from both evolutionary and bio-cultural perspectives (3 credits). Offered annually.
- ANG 6469/ANG 6511 Theory and Methods in Applied Bioanthropology: The goal of this course is to examine major theories and some of the methods in biological anthropology and their application to contemporary issues and problems (3 credits).
- Elective Courses
  - Students must complete three (3) additional graduate seminars in Anthropology (courses numbered at the 5000, 6000, or 7000 level, each worth at least 3 credit hours), chosen according to interest, and in consultation with the advisor. If ANG 6705 (Foundations of Applied Anthropology) is not taken, students will complete four (4) additional seminars. No more than 3 credits of total coursework may be obtained through independent study or directed reading.

### ***Requirements for all Doctoral Students***

- External Curriculum Requirement
  - The external curriculum requirement is designed to promote interdisciplinary perspectives. Students are expected to enroll in a minimum of two (2) or a maximum of three (3) graduate level courses in departments other than Anthropology, selected on the basis of professional interests and in consultation with the major advisor. A student who enters the Ph.D. program with a post-baccalaureate degree in disciplines other than Anthropology may be able to substitute up to nine (9) credit hours completed for that degree to satisfy the requirement, after consultation with the major advisor and approval of the Graduate Director. In these cases, the remaining credit hours must be fulfilled through additional elective coursework in Anthropology.
- Language Requirement
  - All Ph.D. students are required to demonstrate proficiency in a foreign language, the specifics to be determined by the student and the supervisory committee, taking into account the nature of the student's research.
- Qualifying Examinations
  - Begun upon completion of required coursework.
- Doctoral Dissertation

- The dissertation reflects the student's ability to delineate, investigate, and analyze an appropriate topic of inquiry in a professional manner.
- Students must enroll in a minimum of 4 hours of ANG 7940 (Dissertation Research) and 6 hours of ANG 7980 (Dissertation).

***What is the External Curriculum Requirement, and how is it fulfilled?***

- Most students come into the Ph.D. program with an M.A. in Anthropology. For those students, the External Curriculum Requirement comprises 6-9 credits of coursework outside the discipline, to be selected in consultation with the advisor. These credits do not have to be all taken in one department (although they could be), but should be chosen carefully to complement the anthropology focus.
- Students with an M.A. in another discipline generally use that to satisfy the External Curriculum Requirement, provided a case can be made that the subject matter is relevant to the student's plan of study. If the advisor has doubts about that, s/he should consult with the Graduate Director, who will make that determination. In that unusual event, the student should be counseled about taking appropriate external classes. Students using a non-anthropology M.A. will then be required to take 9 additional elective credits in Anthropology.
- Students in the Ph.D/M.P.H. program automatically count the M.P.H. as the External Curriculum Requirement.

***Are Ph.D. students required to take both M.A. and Ph.D. Level Quantitative Methods?***

- Doctoral students are required only to take ANG 7750, Quantitative Methods. However, since this is an advanced class, some students with less background in statistics choose to take ANG 5486 (M.A. Quantitative Methods) or a comparable class in another department (e.g., Sociology, Education, Public Health) in order to prepare for the higher level class.
- Ph.D. students who take a lower level class may not count that class toward their credits for graduation. Rather, it should be treated as a preparatory experience that enables them to perform successfully in the higher level class. Students who are unsure of their level of expertise in statistics should refer to the course overviews posted on the department website (and included in this handbook in Appendix IV), and/or consult their advisor or a faculty member who teaches the two classes.
- The Ph.D level class will be designated "permit-only," which will offer an opportunity for students and advisors to assess individual proficiency.

***What is the language requirement and how is it fulfilled?***

- All Ph.D. students are required to demonstrate proficiency in a foreign language, the specifics to be determined by the student and the supervisory committee, taking into account the nature of the student's research. Minimal proficiency is demonstrated by the ability to satisfactorily translate a selection of the scholarly literature in the foreign language, with the occasional aid of a dictionary. The supervisory committee may require additional levels of proficiency depending on the nature of the individual student research. The language requirement must be satisfied no later than the date of the dissertation defense.

- Native speakers of a language other than English are not required to demonstrate this proficiency.
- Advisors should speak with their advisees early in their program to assess what proficiency is needed, and what will be an appropriate way to demonstrate this.

### ***Who should be on the Doctoral Advisory Committee, and how is it formed?***

- The doctoral advisory committee must have a minimum of five members, three from within the department and two from other departments.
- The “external” members must have credentials in disciplines other than Anthropology, selected on the basis of the student’s external specialization. The external members do not have to be from the same department. In some cases, members hold doctorates in Anthropology, but teach in other departments (for instance, Public Health, Africana Studies, etc.).
- Usually, the advisor makes the first contact with outside faculty who may be appropriate to serve on the committee, although the student may do so if he/she feels comfortable with that. Quite frequently these are faculty with whom the student has taken classes outside the department. The student is generally responsible for contacting department faculty about their availability to serve.
- Where especially appropriate, one of the two external members may be from another institution; in this case, it is the advisor’s responsibility to submit that individual’s credentials to the Graduate School. Further members from outside USF may be included, but these will be in addition to the five core members.
- As detailed above, the committee ideally should be composed prior to completion of coursework but must be formalized before qualifying examinations can be administered. The advisor should notify the Program Assistant, who will create the committee form and file with the graduate school.

### ***What are qualifying exams, and how are they administered?***

- When a student has completed all course requirements, he/she is ready for qualifying exams. Qualifying exams demonstrate that the student has gained mastery over substantive bodies of literature appropriate to the general topic to be addressed in the dissertation (Please see Ph.D. guidelines for full discussion).
- The advisor works with the student to develop a prospectus or research plan for presentation to the committee before the qualifying exam questions are assigned. The level of detail should be negotiated with the advisor; for instance, if an application for external funding is being prepared, a full research proposal will be needed in order to apply for funding in good time. In other circumstances, a fairly brief outline may suffice, primarily to guide the committee as they develop questions. The student should provide each committee member with the prospectus at least two weeks before the date of the preliminary committee meeting. The student may also provide the committee with proposed general topics for the questions, accompanied by reading lists; again, the exact preparation for the meeting will be worked out between the advisor and student.
- Normally, students will write three to five papers, the total not to exceed 75 double-spaced pages, excluding bibliography and supplemental material (tables, figures, etc.). The papers will comprise critical literature reviews of key areas that must be mastered in order to complete the dissertation research successfully. These will typically include discussions of methodology, a review of literature in relevant theory, and a critical discussion of the major research question/topic, but other themes may also be

appropriate. The Committee will meet to review the prospectus and determine the number and topic of the papers.

- Once the topics are agreed upon by the committee the student has 10 weeks to complete the exam papers. During the 10-week period, students may seek clarification of the questions from committee members, but drafts of responses will not be read until final submission. On the agreed deadline, copies of the responses must be provided to all committee members.
- Extensions to the 10-week period will be given only in exceptional circumstances, and must be approved in advance, in writing, by the advisor, Graduate Director and Department Chair. Failure to complete by the deadline without prior approval will result in dismissal from the program.
- Once each committee member has had reasonable opportunity to review the questions, an oral examination is held, in the form of a meeting of the full committee, at which committee members pose questions to the student about issues raised in the written papers, as well as questions about material that may be lacking or insufficiently addressed in the written portion.
- When questions are over, the student is asked to leave the room and the committee will discuss the performance and vote on whether the student has succeeded in passing the examination. If the vote is affirmative, the student advances to candidacy. If the vote is negative, the committee and advisor will adjudicate and will collectively determine the manner in which the exam will be retaken; for instance, which questions or sections need to be revised or rewritten. Revisions must be completed within 4 weeks of the oral examination. A second failure to pass the qualifying examinations will result in termination from the program.
- Normally, the candidate will also provide a more detailed dissertation proposal to the entire committee, within two weeks of completing the qualifying exam questions. That proposal will then be discussed at the same committee meeting at which the oral examination takes place, and the candidate may be asked to refine or develop it.

### ***What are the advisor's duties with regard to the exam?***

- The advisor should take the following steps:
  - Review the student's file to ensure that all requirements have been met.
  - Determine whether the committee form has been executed.
  - Send a memo to committee members about first committee meeting. This is intended as an initial discussion of the conceptual and methodological issues related to dissertation interests. Ideally, the student should have written 2-3 page statements outlining core areas, with a preliminary bibliography attached, for distribution to committee members prior to the meeting.
  - After the meeting, send a memo to committee members and student summarizing results of the meeting, confirming the questions, and setting the time frame for completion of the written exams.
  - In consultation with student and committee members, set a date, time, and place for the oral defense of the qualifying exam. This should be documented with a memo to the student's file.
  - Upon successful completion of the qualifying exam, all members sign, and the advisor should notify the Program Assistant, who will file the forms with the Graduate School. *This step represents advancement to candidacy.*
  - At this point, the student should enroll in internship/research (ANG 7940) for a minimum of 4 hours. If the student needs to enroll in 9 hours that semester, it is

acceptable to add 5 hours of dissertation (ANG 7980). (Prior to graduation, the student must enroll in 4 hours of ANG 7940 and at least 6 hours of ANG 7980).

### ***What is the difference between a doctoral internship and doctoral research?***

- Doctoral students have two options for conducting research leading to a dissertation.
  - An internship, similar to that for the M.A., but carried out over at least two semesters (or equivalent)
  - An independent research project, more on the model of traditional doctoral programs in anthropology
- The decision about which option to pursue depends on several factors, such as student preference, availability of a suitable internship placement, and the relatively feasibility of one or the other.
- The advisor's role in both cases is to aid in the identification of an appropriate site and topic for the research, although the student is primarily responsible for initiating and defining the project. The advisor should also provide guidance and assistance in securing funding, if necessary. An independent research project is likely to require some funding; the student may need help with planning and proposal writing will require the student to begin this process early, and the advisor should offer advice and assistance as needed, bearing in mind that external funding sources such as NSF, NIH, etc., require proposals many months before the research is planned to begin.
- In the case of an internship, paid or unpaid, the student should have a clear and workable contractual arrangement with the internship agency. Advisors should play a role in the development of this contract, paying close attention to the reasonableness of the terms and any ethical problems that may arise. It is very important to ensure that terms of the contract will allow the student to do independent research that leads to a dissertation, and that it contains no clauses preventing the student from using data collected in his/her dissertation.
- For either option, the advisor should also become familiar with the fieldwork conditions, and help ensure that the student will be safe and that the community or host will not be adversely affected by the research.

### ***What are the advisor's responsibilities while the research is being conducted?***

- While the student is conducting research, it is very important that the advisor know how to contact him/her, and that the advisor have contact information for anyone who is supervising fieldwork. Students are strongly encouraged to check in with their advisors regularly during this period, and advisors are strongly encouraged to devise a plan for reviewing drafts, field notes, instruments and protocols, and establishing a basis for monitoring progress on a regular basis.

### ***What is the dissertation proposal?***

- When the dissertation research is complete, or has developed to a point where an outline of the dissertation can be conceptualized, the student will develop a proposal. This is different from the initial research proposal, although clearly related. This need not be a lengthy document, but is plan for writing the dissertation. It should clearly address all substantive departures from the original plan of research, and provide a chapter outline. The advisor reviews the first draft, suggesting changes that might be needed. After revision, the next draft version is circulated among the other committee members.

It is not necessary to have a separate meeting of the committee to consider the proposal; however, the advisor may decide to call one if s/he feels important issues need clarifying. More usually, the student is responsible for contacting each committee member to obtain feedback and advice. All committee members must approve the final draft of the proposal, and a copy should be placed in the student's file.

### ***What is the process for reviewing the dissertation?***

- Once the proposal has been accepted, the student is officially writing the dissertation. Advisors should establish a timetable for submission of draft chapters, and provide feedback in a timely way.
- Involvement of the other committee members during the draft stage depends on individual circumstances; generally the advisor assumes primary responsibility for reviewing drafts until the dissertation is sufficiently well developed to involve the entire committee. However, the advisor should periodically inform other committee members about the student's progress.
- When the student has developed an acceptable, although not necessarily complete, first draft of the entire dissertation, the committee members should be brought fully into the process to provide suggestions for revisions, leading to consensus that the dissertation is ready to be defended.
- At this time, or before, the student should confer with the Program Assistant and appropriate staff in the Graduate School for a "format check," which must be completed by a specific deadline (see below).

### ***How is the defense scheduled?***

- The Program Assistant executes paper work certifying that the dissertation is ready for defense, following the guidance of the advisor. Advertisement of the defense must be posted at least two weeks prior to the date on which the defense is to occur. This form requires the signatures of all committee members.
- In addition, an external chair for the defense must be appointed. This individual must be a faculty member in a department other than Anthropology, but whose expertise is compatible with the topic. The advisor is responsible for identifying this person, and for requesting her/him to serve. This is not an appropriate job for the student, although the student may make suggestions about whom to contact and should be in agreement with the choice. The external chair presides over the defense, and should be provided with a copy of the dissertation at least two weeks prior to the scheduled date.
- The time and date will be set by the advisor, based on availability of the committee members and external chair.
- The Program Assistant will schedule a room.
- The defense should last at least two hours, and is a public event. The Graduate School will supply a flier announcing the defense, which should be posted in a prominent location. Posting on the USF News list and the Anthropology Department list is also recommended. The public, including other students, faculty, friends, and relatives, are welcome to attend, although they will be asked to vacate the room during the committee's final deliberations.
- The external chair opens the defense, which begins with a presentation by the candidate that should be no longer than 30 minutes
- Committee members then take turns posing questions to the candidate. When the questioning is finished, the candidate and public must leave the room.

- The committee then discusses both the dissertation itself and the performance of the candidate in the defense. A determination will be made:
  - The student may pass the defense and dissertation with no further revisions needed.
  - The student passes contingent on specified changes or additions.
  - The student may be required to schedule a second defense, if the committee deems the performance inadequate. This outcome is very rare.
- Once the decision has been reached, the student is invited back into the room and is told the outcome. If revisions are needed, these should be explained clearly prior to adjourning the defense, and a plan developed for when the final draft will be completed and how it will be assessed. If changes are minor, all committee members usually sign the form certifying the outcome of the defense. If revisions are significant, certification may be withheld until the entire committee is satisfied. The external chair is responsible for conveying this form to the Graduate School.

### ***How is the final version submitted?***

- The format check materials must be submitted by the posted deadline in the semester in which the student plans to complete. This is early in the semester, typically four weeks after classes start. Students should confer with the Program Assistant and appropriate staff in the Graduate School about this process.
- The format check deadline is the same date that the Application for Degree form is due to the Registrar's office. Deadlines are available online at: <http://www.grad.usf.edu>.
- The final submission materials must be submitted by the posted deadline each semester. In order to finalize the submission, these steps must be completed:
  - Manuscript is complete
  - Dissertation/thesis is successfully defended/approved
  - All changes required by major professor and committee are complete and approved
  - All changes needed to comply with University format requirements are done
  - Certificate of Approval form is complete, with signatures of entire committee, as well as Graduate Director or Associate Dean for the committee verification line
- By the announced deadline for graduating in a given semester, the student must submit a minimum of 3 copies of the final version of the dissertation, one of which should be given to the department. This document must be in conformity with Graduate School and disciplinary requirements regarding style and format, and it must bear the signatures of all committee members. This step is the responsibility of the student, but the advisor should be aware of the deadline for that semester and the procedures, and should offer appropriate guidance to ensure that it all gets done.

### ***What is the rule about continuous enrollment?***

- Once a student has moved to the dissertation stage, they must register for a minimum of 2 credits per semester to remain in good standing.
- In addition, the student must register for a minimum of 2 credits in the semester in which they graduate (even if the student wishes to graduate in the summer term). In many cases, the student has completed the work, and may even have defended in the previous semester, but missed the deadline to submit and graduate. Even in those cases, graduate school regulations require enrollment in the semester of graduation.

***May a student request a leave of absence from the program?***

- Yes. Occasionally, students have personal reasons for wishing to temporarily withdraw, and not register for classes. This request is made using a form available from the Program Assistant.

***What is the advisor's role in graduation ceremonies?***

- If the student chooses to participate in commencement, the advisor is also required to attend, unless absolutely impossible, when a substitute may be appointed). The advisor or substitute must wear academic regalia; s/he will accompany the student onto the platform and place the hood on the student.

# Chapter 4

## Advising Issues for Dual Degree Students

### ***Introduction***

The Dual Masters degree program allows students to pursue a concurrent program of study leading to both the Master of Arts (M.A.) degree in Applied Anthropology and the Master of Public Health (M.P.H) degree in one of 8 concentration areas within Public Health: Environmental Health, Epidemiology, Global Communicable Disease, Global Health Practice, Healthcare Organizations and Management, Health Policy and Programs, Maternal and Child Health, Public Health Education, or Socio-Health Sciences. Students wanting to complete a dual degree involving a Master of Science in Public Health (MSPH degree) should take this up on a case-by-case basis with their committees. Students choose a concentration area and degree program when they apply to the program, but this can be changed once the student has been admitted, provided they qualify.

Students interested in combining a program of study leading to a doctorate plus master's degrees have two choices: they may obtain a Ph.D. in Applied Anthropology with an M.P.H. in a public health concentration; or they may obtain a Ph.D. in Public Health with an M.A. in Applied Anthropology. For the doctoral/masters combination, students develop individual programs of study in consultation with an interdisciplinary academic advisory committee. The committee must approve the plan of study as well as the proposal to fulfill the thesis and dissertation requirements or dissertation and special project requirements through a single project. Students choose a concentration area when they apply to the program, but this can be changed once the student has been admitted to the program, provided they qualify. For students who have previously earned an M.P.H., alone or as part of another dual degree program (e.g. Nursing and Public Health), the previous education at the master's level will count toward the Ph.D. external specialization requirement in Anthropology.

### ***Curriculum***

For both the dual masters and doctoral/masters programs, similar principles of curriculum design are followed.

- Both programs must accept students independently. Students should submit an application to one program, but indicate on the application that they are applying to the other program as well. Admissions officers from Anthropology and Public Health communicate with each other during the application and acceptance process.
- Students are advised that for some concentrations within Public Health, such as Environmental Health, required coursework may assume certain levels of training in sciences or engineering. Students are responsible for clarifying expectations of previous training and/or the need to complete additional preparatory classes.
- Students must fulfill all the requirements of both programs, with the following exceptions:
  - Students may take either PHC 6050 Biostatistics I or ANT 5937 Quantitative Methods to fulfill the statistics course requirement for both programs. For students pursuing a Ph.D. in anthropology and an M.P.H, if Biostatistics II is

required for their Public Health concentration, they should take that course instead of the advanced statistics course offered in the Anthropology Department. If Biostatistics II is not required for their Public Health concentration, they should take the Anthropology advanced statistics course. Students pursuing a Ph.D. in Public Health and an M.A. in Anthropology should check with their advisors/committee as to whether the Anthropology advanced statistics course can be used for the required statistics course in their Public Health concentration.

- 9 hours of electives will count towards both degrees. Typically, elective courses required for the M.P.H are fulfilled by courses taken in Anthropology.
- For M.A. /M.P.H students, the thesis (Anthropology requirement)/special project (Public Health requirement) will be fulfilled by one project. For students pursuing a Ph.D. in anthropology and an M.P.H, the special project (Public Health requirement)/dissertation (Anthropology requirement) or thesis (Anthropology requirement)/dissertation (Public Health requirement) may be fulfilled by one project. For students pursuing a Ph.D. in Public Health and an M.A. in Anthropology, the thesis (Anthropology requirement)/dissertation (Public Health requirement) may be fulfilled by one project with approval of the student's committee.
- The academic advisory committee will be made up of both Public Health and Anthropology faculty. For the M.A. /M.P.H, the committee should have at least 2 anthropologists (the advisor and 1 other) and the Public Health advisor. Additional people may serve on the committee as appropriate. Any substitutions for requirements must be approved by both advisors and the appropriate paperwork completed. A meeting of the 2 advisors and the student should be held before the internship/special project is finalized to be sure that all parties agree on the topic/methodology.
- The total credit hours for the M.A. /M.P.H dual degree is 58-67 hours (depending on concentration area). Full-time students could complete the program in 7 semesters (28 months, including summers).
- For the doctoral/masters program, a minimum of 90 credit hours beyond the baccalaureate degree is required. The exact number of credits is determined by the student's doctoral advisory committee. Full-time students could complete the program in a minimum of 4 years.

### ***Admission Process***

Admission requirements for the M.A. in Applied Anthropology include a 3.2 undergraduate GPA and a minimum of 500 on the verbal and 600 on the quantitative sections of the GRE. Admission requirements for the MPH include at least a 3.2 upper level undergraduate GPA or 500 on the verbal and 600 on the quantitative sections of the GRE.

Admission requirements for the Ph.D. in Applied Anthropology include at least an undergraduate GPA of at least 3.2, and a minimum of 500 on the verbal and 620 on the quantitative sections of the GRE. Admission requirements for the Ph.D. in Public Health include at least a 3.2 GPA at the graduate level, and a 500 on the verbal and 620 on the quantitative sections of the GRE. In addition, admission to any of the dual degree programs will consider letters of recommendation, past experience, goal statement and availability of faculty. Upon completion of all requirements for the dual degree program, the student submits separate applications for graduation to anthropology and public health, is certified for graduation by both programs, and receives two diplomas.

The two programs review applicants independently. A single graduate school application form is completed, listing both anthropology and public health as major areas of study. The review process may begin in either college. The timing of application should take into consideration that the COPH admits students three times per year (Fall, Spring and Summer) and the Department of Anthropology admits students annually in the Fall. Once the applicant has been accepted into one program, the application folder is forwarded to the other program for review. After admission to both programs, the Graduate Admissions office instructs the Registrars Office to classify the student as dually enrolled in anthropology and public health. In choosing which program to apply to first, students should take into consideration the following: requirements in Anthropology for admission are different than in Public Health, admission to one program doesn't guarantee admission to the other, and of course, the student's interests and career plans.

### ***Advising***

For the dual anthropology and public health degree programs, each student will have a primary advisor from his/her home department and a secondary advisor from the department of the other degree program. The primary advisor will be responsible for the overall tracking and programmatic issues for the student.

- M.A./M.P.H.
  - Current guidelines for the Anthropology Department call for an advisor and 2 additional members of a student's thesis committee. Guidelines for the Special Project of the COPH call for a second reader in addition to the advisor. Students in the Dual Degree program will have an advisor from both Anthropology and COPH, and one additional anthropology faculty member serve as a member of their thesis/special project committee.
- Ph.D./M.P.H.
  - Three members of the Anthropology Department will serve on the committee, one as major advisor. The other member(s) of the committee will be from Public Health. Since these students will be required to take comprehensive examinations in Public Health, their qualifying examinations in Anthropology will focus primarily on Medical Anthropology topics.
- Ph.D./M.A.
  - Three members of the committee will be from Public Health, one of whom will be the major advisor. The other member(s) of the committee will be from Anthropology.

### ***Field Schools for Dual Degree Students***

The University of South Florida offers various field schools that might be relevant to the training of dual degree students. For example, the Department of Anthropology offers the "Globalization and Community Health Summer Field School." This six-credit field school may be taken in place of ANT 6766 (Research Methods in Applied Anthropology) and count toward one elective in anthropology. Alternatively, it could be used to fulfill the Field Experience and/or Special Project in Public Health. In addition, the College of Public Health offers the Social Marketing Field School that includes courses that may be counted towards the degree program. Students should check with their advisors/committees before enrolling in any field schools that they intend to count toward their degree.

## ***Graduate Assistantships for Dual Degree Students***

Students enrolled in the dual degree anthropology and public health degree programs may receive paid graduate assistantships from the College of Public Health and the Department of Anthropology. The College of Public Health agrees to provide qualified students graduate assistantships for three semesters the first year of their program and the Department of Anthropology agrees to provide assistantships for the fall and spring semesters in the second year of their program. Recipients will be selected based on recommendations from each degree program. In the past, four students per academic year have received these awards.

## ***Requirements for MPH in Public Health***

Requirements include public health core courses, concentration area courses, electives, supervised field placement, comprehensive exam, and special project.

- College Core Courses (15 credits)
  - PHC 6000 Epidemiology (3)
  - PHC 6050 Biostatistics I (3)
  - PHC 6102 Principles of Health Policy & Management (3)
  - PHC 6357 Environmental & Occupational Health (3)
  - PHC 6410 Social & Behavioral Sciences Applied to Health (Dual students are strongly encouraged to substitute PHC 6931 Advanced Seminar in Social and Behavioral Sciences Applied to Health) (3)
- Other Requirements
  - Concentration Requirements (15-24)
  - Electives (3)
  - PHC 6945 Supervised Field Experience fulfilled by ANG 6915-Internship (4)
  - PHC 6977 Special Project fulfilled by ANG 6971-Thesis (6)
  - Comprehensive exam requirement met by successfully passing exams in 1st year Foundations of Applied Anthropology (n/c)
- For Specific Information on the Requirements for Individual Concentrations in the College of Public Health, please refer to the College of Public Health website under departments and their specific programs ([publichealth.usf.edu](http://publichealth.usf.edu)) and/or contact the following professors:
  - Environmental Health: Dr. Noreen Poor ([npoor@health.usf.edu](mailto:npoor@health.usf.edu))
  - Epidemiology: Dr. Heather Stockwell ([stockwel@health.usf.edu](mailto:stockwel@health.usf.edu))
  - Global Communicable Disease: Dr. Boo Kwa ([bkwa@health.usf.edu](mailto:bkwa@health.usf.edu))
  - Global Health Practice: Dr. Wayne Westhoff ([wwesthof@health.usf.edu](mailto:wwesthof@health.usf.edu))
  - Health Care Organizations & Management: Dr. Barbara Orban ([borban@health.usf.edu](mailto:borban@health.usf.edu))
  - Health Policy & Programs: Dr. Barbara Orban ([borban@health.usf.edu](mailto:borban@health.usf.edu))
  - Maternal and Child Health: Dr. Jeannine Coreil ([jcoreil@health.usf.edu](mailto:jcoreil@health.usf.edu))
  - Public Health Education: Dr. Jeannine Coreil ([jcoreil@health.usf.edu](mailto:jcoreil@health.usf.edu))
  - Socio-Health Sciences: Dr. Jeannine Coreil ([jcoreil@health.usf.edu](mailto:jcoreil@health.usf.edu))

## ***What dual degrees are offered in this program?***

- The Dual Masters degree program allows students to pursue a concurrent program of study leading to both the Masters of Arts (M.A.) degree in Applied Anthropology and the Master of Public Health (M.P.H.) in the College of Public Health (COPH).

- Further, students interested in combining a doctorate plus masters degrees have two choices:
  - They may obtain a Ph.D. in Applied Anthropology with an M.P.H. in a public health concentration.
  - Or they may obtain a Ph.D. in Public Health with an M.A. in Applied Anthropology.

***What areas of study can students choose from in this program?***

- In Anthropology, students typically choose medical anthropology electives, and often choose the concentration in Biocultural Medical Anthropology.
- Students can choose from one of eight tracks within COPH, reflecting the departments in the College. These include Environmental Health, Epidemiology, Global Communicable Disease, Healthcare Organizations and Management, Health Policy and Programs, Maternal and Child Health, Public Health Education, and Global Health.

***Can students change their tracks/departments within COPH?***

- Yes, students choose a concentration area and degree program when they apply to the program, but this can be changed once the student is admitted, provided they qualify and the department/college agrees.

***Can a single project be used to satisfy the research/internship requirements for Applied Anthropology and Public Health?***

- Yes. A single project can be used to fulfill the thesis (Applied Anthropology) and special Project (Public Health) requirement for the Master's degree or the dissertation (Applied Anthropology and Public Health) and thesis/special project.
- Students work in close consultation with an interdisciplinary academic advisory committee in developing individual programs. This academic advisory committee must approve the plan of study as well as the proposal to fulfill the thesis/special project or the combined dissertation and thesis/special project.

***How does the admissions and acceptance process work in the dual degree program?***

- Both programs must accept students independently. Students must submit an application to one program, but indicate on the application that they are applying to the other program as well.
- Depending on a student's interest, he/she will choose either Applied Anthropology or one of the eight concentration areas in the COPH as a home department.
- The review process may begin in either college (Arts and Sciences and COPH). The timing of the application should take into consideration that Applied Anthropology admits students annually in the Fall while the COPH admits students three times per year (Fall, Spring, and Summer).
- Once the student has been accepted into the program, the application folder is forwarded to the other program for review. After admission to both programs, the Graduate Admissions Office instructs the Registrars Office to classify the student as dually enrolled in Applied Anthropology and Public Health.

### ***Can a student choose to add the M.P.H. after having been admitted to the Anthropology Department?***

- This is usually possible, although not automatic. A student who decides to add the M.P.H. should consult with her/his advisor, and must then complete a full application for the M.P.H. program. Students are advised to make this decision early in their coursework, to avoid class duplication.

### ***How is the Advisory Committee formed?***

- A student will have a primary advisor from his/her home department and a secondary advisor from the department of the other degree program. The primary advisor will be responsible for the overall tracking and programmatic issues for the student.
- Students in the M.A./M.P.H. program will form an Advisory Committee including the primary advisor from Applied Anthropology, a secondary advisor from public health, and one additional faculty member from anthropology.
- Students in the Ph.D./M.P.H. program will form an Advisory Committee including the primary major advisor from Applied Anthropology, two other faculty members from anthropology, and secondary advisor from public health, and one faculty member from another department (e.g., Nursing and Public Health).
- Students in the Ph.D./M.A. program will form an Advisory Committee including the primary advisor from public health, two other faculty members from public health, a secondary advisor from Applied Anthropology, and one other committee member from Applied Anthropology.
- Refer to Chapter 3 of this Handbook for additional information on the Doctoral Advisory Committee.

### ***What are the course requirements for the dual degree program and what are the exceptions?***

- Students must fulfill all the requirements of both Applied Anthropology and the concentration area in the COPH. Refer to the Dual Degree Program Guidelines for an explanation of all the course requirements.
- There are some courses which will satisfy the statistics requirements for both Applied Anthropology and the COPH. For example:
  - Masters-level students may take either PHC 6050 (Biostatistics) or ANT 5486 (Quantitative Methods) to fulfill the statistics requirements for both programs.
  - For students pursuing a Ph.D. in Applied Anthropology and an M.P.H., if Biostatistics II is required for their Public Health concentration, they should take that course instead of the advanced statistics course offered in the Applied Anthropology Department.
  - If Biostatistics II is not required for their Public Health concentration, they should take the Applied Anthropology advanced statistics course (ANG 7750).
  - Students pursuing a Ph.D. in Public Health and an M.A. in Applied Anthropology should check with their advisors/committee as to whether the Applied Anthropology advanced statistics course can be used for the required statistics course in their Public Health concentration.
- Nine hours of electives will count towards both degrees. Typically, elective courses required for the M.P.H. are fulfilled by courses taken in Anthropology. However, there may be some exceptions. See Dual Degree Program Guidelines.

- Certain Anthropology field schools may be taken to fulfill the Field Experience and/or Special Project in Public Health; students should check with their advisors/committees before enrolling in any field schools that they intend to count toward their degree.

***What sources of financial aid are available to students in the dual degree program?***

- In addition to university fellowships, department assistantships, and paid involvement in research projects, students enrolled in the dual degree program may be eligible to receive graduate assistantships from the COPH.
- The COPH provides qualified students graduate assistantships for three semesters during the first year of their program.
- The Department of Applied Anthropology provides qualified students graduate assistantships for the Fall and Spring semesters in the second year of their program
- Additional funding may be available to qualified students in years three and four.
- Students should discuss funding availability with the Graduate Director or Department Chair.

***If a student who initially enrolls in the M.A./M.P.H. program decides s/he wishes to continue at USF for a Ph.D., must both Masters degrees be completed before entering the doctoral program?***

- In general, yes. However, cases will be evaluated individually. All students who wish to continue for a Ph.D. in Anthropology must apply in the usual way, following the established procedures and deadline. However, in some cases (where students show exceptional promise), the Department may agree to admit a student to the doctoral program once the M.P.H. is completed (or about to be completed). In such cases, the coursework completed for the M.A. would transfer into the Ph.D. program.
- Any student who wishes to explore this option should consult with her/his advisor promptly to discuss the possibilities. In any event, the M.P.H., including the Final Project, must be completed before admission as a doctoral student in Anthropology.

# Chapter 5

## Student and Faculty Responsibilities

### ***Introduction***

Department faculty specializations include medical anthropology, human biology, urban policy and community development, educational anthropology, media studies, ethnic policies and heritage, economic development, immigration, archaeology, cultural resource management, gender, environment, applied linguistics, and archaeological science. Geographic specializations emphasize the Caribbean, Latin America, United States, and Sub-Saharan Africa.

Anthropology faculty members are committed to excellence in research and teaching, with impressive records of publication and funded research. We are proud of the fact that almost all our classes are taught by full-time faculty or trained, advanced doctoral students; adjunct faculty are rarely employed. In the past 10 years, faculty have won multiple USF teaching and research awards.

### ***What are the basic responsibilities of students?***

- Schedule regular meetings. Students are expected to maintain sufficient contact with their advisors to ensure that both stay informed about progress and any issues that may affect the student. The student must take the initiative to schedule meetings. It is recommended that this be done during the first 2 or 3 weeks of each semester, and at other times as needed.
- Students who wish to meet with their advisors should make arrangements in advance, rather than dropping into the faculty office (except during regular office hours). In return, advisors should respond to requests for appointments and make every effort to meet with students as soon as is feasible. Both parties are responsible for being on time for appointments, and giving prompt notice if plans must be changed.
- Stay informed about requirements and deadlines. Students should become familiar with requirements and deadlines, both departmental and from the Graduate School. Each semester, the Program Assistant circulates a list of important Graduate School dates; students should note these and take them very seriously, as they are not negotiable. They should be aware that deadlines for such important things as requests to graduate and submission of theses/dissertations happen quite early in the semester. It is the student's responsibility to stay alert to these issues and plan ahead. Advisors should also be aware of these general issues, but they are not responsible for managing the flow of work for individual students.

### ***Who initiates issues such as substituting courses, petitions, or transfer credits?***

- See Chapter 1 for general information. In most cases, these actions will require petitions that are initiated by the students with the aid of the Program Assistant and Graduate Director, and in consultation with the advisor. The student needs to make it known that s/he wishes to substitute a class, transfer credits, and so on. These changes should be

effected at the earliest possible date, rather than waiting until the time comes to certify for graduation.

***Whose responsibility is it to define student research interests and secure internships?***

- Advisors and other faculty play a significant role in helping students define their interests and shape internship and/or research plans. The advisor is not responsible for identifying and setting up the research project; the major responsibility lies with students. As they begin to develop research ideas, or when they you find they are changing direction in interests, they should discuss progress with the advisor. The student may need the assistance of the advisor or other faculty member to contact agencies and/or identify potential funding sources. However in most cases it is the responsibility of the student to initiate ideas and contact relevant sources.

***If the advisor has an ongoing research project, is the student obligated to develop a thesis/research project based on or connected closely with that faculty member's research, if offered?***

- Working as part of a faculty member's research team may offer great benefits to a student, possibly including funding. There may be specific questions that the faculty member wishes to have addressed, and these can become the basis of a thesis or dissertation. However, the student needs to weigh these advantages against possible other advantages of developing an independent project, especially at the doctoral level. No student is obligated to take a research project opportunity that is offered; many students work on research that is not directly related to their faculty advisor/major professor's work (although of course they should have an advisor whose areas of expertise make it feasible for her/him to supervise the work).

***Who is responsible for making sure official deadlines are met?***

- All deadlines are primarily the student's responsibility. Hard deadlines for request to graduate, submission of final thesis copy, and so on, are non-negotiable, and as students approach the thesis/dissertation-writing stage, they must be very alert to these.

***Who is responsible for making sure deadlines are met to review drafts of theses/dissertations?***

- It is crucial that students understand the need to allow plenty of time when planning to write the thesis/dissertation. Hard deadlines for submission of a final copy are generally in early November or early April, not the end of the semester. There must be opportunities for significant feedback, revision, and so forth, prior to that final copy being submitted. In practice this means it is highly unlikely that a student can start writing a thesis at the beginning of the semester, and submit it that same semester.
- The thesis/dissertation must be read and approved by the entire committee, and all members must have the opportunity to read it thoroughly and request changes and revisions. Students should not assume that because the major professor has approved a draft, that the other members are "rubber stamps." They may suggest substantial revisions, and time is needed to respond. The Department has a policy about time-lines and expectations, which will be followed; both advisors and students must be aware of

these expectations, and students are responsible for adhering to these time-lines. Students who do so will get timely response from faculty, and be able to graduate on time. In many cases, committee members will be able to respond more quickly than this. However, students who fail to allow sufficient time cannot expect faculty members to drop everything because of poor planning.

- Students should not plan on going through the entire writing/revision process during the summer, when committee members and chair might not be on academic contract and therefore unavailable for thesis/dissertation review and defense.

### ***What are the time guidelines for M.A. Theses?***

- Weeks 1-6: Work with committee chair on drafts of thesis
- End of Week 6: Complete draft, approved by your committee chair for sending on to the entire committee.
- End of Week 10: Members of your committee will have comments/required revisions, and so on, back to you (or your chair).
- End of Week 12: Final version complete and sent to Committee Chairs and Committee (unless it has been agreed that revisions were very minor and did not need to be reviewed by entire committee).
- Week 13: Submit final thesis by Graduate School deadline, with all necessary signatures

### ***What are the time guidelines for Ph.D. dissertations?***

- Students must schedule the defense not later than the end of Week 11 in the semester. However, they should assume that the entire committee should have the final draft at least 4 weeks before the scheduled defense.
- Weeks 1-5: Work with committee chair to polish the dissertation
- End of Week 5: Complete draft, approved by your committee chair for sending on to the entire committee.
- End of Week 9: Members of your committee will have comments/required revisions, and so on, back to you (or your chair).
- By end of Week 11: Ph.D. Defense. Members of your committee may have final comments/required revisions, and so on, back to you (or your chair).
- Week 12: Final version complete and sent to Committee Chairs and Committee (unless it has been agreed that revisions were very minor and did not need to be reviewed by entire committee). Submit final dissertation by Graduate School deadline, with all necessary signatures.

### ***What happens when students' progress is held up by faculty members delaying review and comment beyond accepted guidelines?***

- Advisors should be alerted if this is occurring and should take steps to prod committee members to finish their reviews; just as it is unacceptable for students to expect an instant response, it is also unacceptable for committee members to take more than 4 weeks to review and comment.
- If it is the advisor who is delaying the process, students need to be polite but insistent; if that fails, they should contact the Graduate Director (or the Department Chair, if the offending advisor is also the Graduate Director, and vice versa).

- Early planning is the best way to avoid last-minute problems. All parties involved should be sensitive to the time constraints that face both faculty and students, and also should be aware of the costs and other consequences for students who miss deadlines.

***What are the important committee forms and other procedures?***

- USF is a bureaucracy, where forms and procedures are critical to smooth transitions. It is in the student's interest to be aware of all of these requirements and initiate steps to ensure that forms are properly executed in a timely manner.
- The Program Assistant handles the distribution and processing of forms, but students and advisors are responsible for knowing when and how each is to be used. It is recommended that students monitor the creation and submission of forms at the various junctures when they are called for. They also should be fully aware of all the procedures outlined in this document and the Graduate Catalog to assist their advisors and other program staff in steering them through the system.

***Does the department need a copy of the thesis/dissertation?***

- When the final copy of the document is submitted, the student is required to provide one copy to the department. Many students also give a copy to their advisors, but this is optional. The departmental copy need not be bound, but it should at least be inserted into a ring binder. The student's name, year of graduation, and short title of thesis/dissertation should be printed on a label on the spine.
- Students should also submit a separate electronic copy of the abstract to the Program Assistant for posting on our website.

***Is it important to stay in contact with the department after graduation?***

- Yes! We try to keep in touch with all our graduates; we are interested in where they go, and how their career progresses. Within the first year of graduation, after students have settled into a new position and/or relocated, they are requested to send the Graduate Director notification of address and employment, so that we can update our mailing lists and send a copy of the annual newsletter.
- We are also very interested in updates of your post-graduate career. The newsletter includes a "where are they now" section; students are encouraged to send information and let the department know what they are doing. We may also send out periodic surveys of former students, or we may call on you for assistance, so it is important to have up-to-date contact information.

# Appendix I

## Financial Assistance

### ***Introduction***

There are several ways to gain financial assistance to help pay for your education, including scholarships, assistantships, fellowships, loans and student employment.

Students are encouraged to fill out their FAFSA (Free Application for Federal Student Aid) as soon as possible. FAFSA forms are available through USF's Financial Aid office or online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The form is essential for receiving need-based financial aid through USF, such as Stafford loans and work-study.

### ***Graduate Assistantships***

- Departmental assistantships
  - The Department has a limited budget for graduate assistantships every year. Any new or continuing graduate student is eligible for consideration for these assistantships; however, you should generally plan to seek other sources of funding for a significant portion of your time in graduate school.
  - If you receive an assistantship, your appointment letter will likely say that your appointment is "renewable." Do not assume that it will be renewed, although at present, most students have received departmental funding for at least two years, and several for more. In addition, many students have been successful in finding funded assistantships outside the department.
  - Assistantships are not grants; they require the student to work, either as a teaching assistant, helping with or teaching a class, or as a research assistant, helping faculty members on research projects. They are made either at a 25% appointment level (10 hours weekly) or a 50% level (20 hours weekly). At both levels, assistantships carry with them a waiver of all tuition, although the student is responsible for fees, which comprise about 20% of the total tuition-related costs. Assistantships at the 50% level also provide half the cost of premiums for the USF health plan.
  - At present, the annual stipend for Ph.D students at the 50% level is \$13,000, and \$9,000 for M.A. students, although this is currently under review.
  - Dual degree students (with College of Public Health) are eligible for funding from both Anthropology and COPH, usually in alternating years.
  - Although all new students are routinely considered for available assistantships, prospective students should make their interest in an assistantship known at the time of application. An application form is included with your application packet. Make sure to include any skills, abilities, and experience that may be relevant.
  - Applications from continuing students will be accepted on a rolling basis. Simply fill out the form and submit it to the Graduate Director. Applications will be kept on file, and will be matched to openings as they arise.
  - Specific opportunities may arise on occasion, such as the need to appoint a TA for an upcoming class. Such openings will be advertised on the ANT listserv.

- A significant portion of available funds is reserved for new students, both M.A. and Ph.D. For instance, in the 2006-07 year, 27 of 37 new graduate students received some kind of support, either through departmental assistantships or on faculty members' grants. In general, we use assistantships to encourage enrollment from the best applicants, who may be able to compare offers among several universities.
- Where possible, we try to fund excellent out-of-state students, since without a waiver, they would have to pay much higher tuition. We encourage all out-of-state students to start establishing Florida residency as soon as possible upon arrival in state. Florida Residency Classification form can be accessed at <http://admissions.grad.usf.edu/forms.html>.
- Decisions to fund continuing students are made based on a variety of factors: excellent academic progress; demonstrated success as a GA. (All GAs are evaluated at the end of each semester. If you have shown yourself to be competent and diligent, and you work well with your faculty supervisor, you are more likely to be re-appointed or receive funding in future semesters.); needs of the department. (Some assistantships involve taking responsibility for a class, or assisting with very specific tasks that require particular expertise. This is why it is important to make sure we know your individual strengths.)
- Grant-funded assistantships
  - Throughout the year, opportunities arise for students to obtain paid positions on faculty research grants and contracts. In particular, such positions are frequently available with the Alliance for Applied Research in Education and Anthropology (AAREA); students interested in those opportunities should contact Dr. Kathy Borman. These and other grant-funded opportunities will be posted on the ANT listserve, and will typically carry similar stipends and funding as departmental assistantships.

### ***Scholarship Searches***

The FastWeb site offers a detailed scholarship search. Other potential sources of funding are listed by USF Graduate Admissions, including the National Science Foundation Graduate Research Fellowships. The USF Graduate School also coordinates several programs that offer scholarship support; please see [www.grad.usf.edu](http://www.grad.usf.edu), under Funding Opportunities.

### ***Presidential Doctoral Fellowships***

These five-year, \$20,000-per-year renewable fellowships are for doctoral study at USF. The fellowships provide full tuition, fees and health insurance. Applicants to a doctoral program, or to a master's program with the goal of completing doctoral studies at USF, will be considered upon nomination by the doctoral program. For more information, call (813) 974-8800 or visit USF Graduate Studies.

### ***The Academic Common Market***

The Academic Common Market is a program that allows students from participating states to pay in-state tuition at universities in other states included in the program, provided the specific degree is not offered in their home states. Because Applied Anthropology is a relatively rare degree, many students from these states have been successful in applying for the program.

Participating states are: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. In Florida, the difference between in-state and out-state tuition is substantial; the Common Market Program can help make the degree very affordable. Even with an assistantship, the program will effectively reduce the 20% cost portion for which students are responsible. For full details and application procedures, visit the website: <http://www.sreb.org/programs/acm/acmindex.asp>.

### ***Employment***

USF students can find part-time employment in the form of Federal Work-Study, USF OPS or internships by contacting the Career Center at (813) 974-2171. These are located in SVC 2088.

Anthropology graduate students are often hired by other departments at USF, as either Graduate Assistants or hourly employees, usually to carry out research. These have included the Center for Urban Transportation Research (CUTR), the College of Public Health, Florida Mental Health Institute, and the College of Education. When notified, we will post such opportunities on the list serve. They are also often circulated through list serves such as USF News.

### ***Student Loans***

Information on loans is available through the USF Financial Aid office , SVC 1102, (813) 974-4700.

### ***Department Scholarships***

The department also sponsors several awards that provide financial support or one-time payment.

- J. Raymond Williams Memorial Scholarship in Public Archaeology
  - Professor J. Raymond Williams dedicated his career to training students in public archaeology. Known both for his commitment to teaching and service to the profession, Professor Williams was instrumental in establishing the internationally recognized public archaeology program at the University of South Florida. The purpose of the scholarship is to train minority students in public archaeology and focus research on the rich and diverse heritage of Florida. The Scholarship provides support for two years of graduate study at the University of South Florida leading to an M.A. degree in public archaeology.
  - The J. Raymond Williams Graduate Assistantship consists of a two-year graduate assistantship at 10 hours per week and the accompanying tuition waiver. The recipient will also receive \$500 per year from the Williams Scholarship account for book costs and other expenses. The J. Raymond Williams Graduate Assistantship will be competitively awarded to a qualified student who is a member of a minority underrepresented in the archaeological profession. The successful applicant may also be eligible for further support through other programs.
  - Requirements: acceptance to the graduate program in applied anthropology at the University of South Florida; applicants wishing to be considered for the Williams scholarship should indicate that in their application statement; satisfactory progress toward the M.A. degree as determined at the end of the first

year for 2nd year support. Deadline to Apply: January 15 for Fall admission. Request Application Information from the Director of Graduate Programs, Department of Anthropology, University of South Florida, 4202 E. Fowler Ave., SOC 107, Tampa, FL 33620-8100 USA.

- Alvin W. Wolfe Scholarship in Applied Anthropology
  - Professor Emeritus Alvin W. Wolfe dedicated his career to training students in to work as practicing anthropologists. He was instrumental in establishing the internationally-recognized applied anthropology program at the University of South Florida. Upon his retirement, a fund was established to provide a Scholarship that offers support for two years of graduate study at the University of South Florida leading to an M.A. degree in applied anthropology.
  - The Wolfe Scholarship offers a two-year graduate assistantship at 20 hours per week, with accompanying tuition waiver. The recipient also receives \$500 per year from the Wolfe Scholarship account for book costs and other expenses. The scholarship recipient, judged to have special potential for success in applied anthropology, is selected from among annual applicants to the M.A. program (excluding archaeology and dual degree applicants). To receive a second year of support, the recipient must demonstrate satisfactory progress toward the M.A. degree, as determined at the end of the first year.

### ***Financial Aid Contact Information***

(813) 974-4700, Toll Free 1 (877) 873-2855, <http://usfweb2.usf.edu/finaid>

Graduate students: your financial aid counselor is [Tajuana Jones](#)

### ***Graduate School Contact Information***

Main Line (813) 974-2846, Admissions (813) 974-8800, Website: <http://www.grad.usf.edu>

Dr. Karen Liller, Associate Provost for Research & Graduate Dean (813) 974-7359

Eric Andersson, Executive Administrative Specialist (813) 974-7359

# Appendix II

## Internship/Research Proposal Outline

- **Statement of problem/summary of internship plans:** This section should define the problem or project, which you will engage in your internship. What is it about? Why is it important? What does it have to do with general goals of applied anthropology? This section of the proposal should also briefly identify the internship setting, reasons that it was selected, supervisor, your tasks and responsibilities, methods that will be used, expected outcomes, potential benefits, limitations or other concerns, and the general time frame for completion.
- **Relevant literature:** In this section, you will situate your problem/project in the literature of applied anthropology and other disciplines that may have a bearing on your particular topic. You should demonstrate that you are familiar with previous research and policy analysis, and you should be able to present this review in a critical framework that enables identification of issues and problems in need of further investigation or clarification. Where do the activities and objectives of your internship fit into the larger body of published work on this subject?
- **Internship setting:** Here you will describe in greater detail the setting in which your internship will be conducted. Provide as much information as possible about the organization or agency, its mission, clientele, facilities, relevant programs, physical location, and so forth. You will also define more clearly how your activities will be conducted within this setting; your role, responsibilities, opportunities for independent research (or no), any limitations that might be imposed. You will also identify and describe the role of your internship supervisor. Explain what part, if any, the supervisor played in developing the internship, and/or what expectations the sponsoring agency has in relation to your involvement.
- **Methods of data collection:** Explain what kinds of data you will collect during the course of your internship. Will you design research, or be part of an ongoing research project? If so, explain the planned or extant methodology to be used in the research. If your activities do not include direct involvement in research; explain as clearly as possible what you will be doing, and how your activities will provide information appropriate for a thesis in applied anthropology.
- **Expected outcomes/benefits to sponsor/benefits to applied anthropology:** What do you believe will be the value of your participation in this internship? How do your skills and interests contribute to the purposes of the sponsoring agency? What kinds of outcomes do you envision resulting from your involvement? How does this work contribute to the general goals of applied anthropology?
- **Ethical considerations:** Discuss what, if any, ethical issues pertain to your proposed internship project. Relate the statements of ethics of appropriate professional societies to the particular issues of your project. If there are obvious concerns or cautions, you should address how you might negotiate such issues and ensure that your work is consistent with the professional ethics of the discipline.
- **Timetable:** Create a timeline that begins with the first day of the internship and identifies benchmarks that will occur during the course of the internship.
- **Bibliography**