Useful Addresses

Guide to Departments
American Anthropological Association
2200 Wilson Blvd.
Arlington VA 22210
Telephone: 703-528-1902
http://www.aaanet.org

The AAA Guide to Departments, published each year and available in most college and public libraries, provides detailed information about research and training programs -- from BA to PhD -- for all of North America. This is where to start in evaluating graduate programs.

Admissions Office
The Graduate School
530 Goodell Building
University of Massachusetts
Amherst MA 01003-3290
Telephone: 413-545-0722
http://www.umass.edu/gradschool/prospective_student_online_application.htm

This office provides application-for-admission forms as well as the Graduate School Bulletin, a catalog describing all of the graduate programs at the University and detailing the application and degree requirements. This is the office where you send your completed application form and supporting materials.

Graduate Admissions Director
Department of Anthropology
217 Machmer Hall
University of Massachusetts
Amherst MA 01003-4805
Telephone: 413-545-2221
e-mail: apply@anthro.umass.edu

The Graduate Admissions Director directs the process of inviting applications to our program, of answering applicants' queries, and of selecting applicants for admission. For specific information that you do not find covered in this Guide, contact the Graduate Admissions Director. Current information about the department, including other useful addresses, telephone numbers, and e-mail addresses, along with the weekly newsletter may be found on the department’s web page (http://www.umass.edu/anthro/), which is updated weekly.

Financial Aid Services
243 Whitmore Administration Building
181 Presidents Drive
University of Massachusetts
Amherst, MA 01003-8230
Telephone: 413-577-0555
http://www.umass.edu/umfa/contact

This office is where you direct your inquiries about loans to help you pay for your graduate education.
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Admissions

The Department of Anthropology admits students only for September of each year. All application materials must be received by the Graduate Admissions Office by the previous January 2.

Disclaimer: The employment prospects for professional anthropologists over the next 10 to 15 years are now quite sobering. It appears that the days when a PhD in anthropology guaranteed a professional and secure academic position are over. While retirements by professors are projected to increase across the United States, many colleges and universities will not be filling these vacancies due to budgetary constraints. There are many roles that anthropologists could play, but the awareness that our skills are critical is emerging slowly. So the employment of anthropologists in industry and government remains flat. Ironically, across the country graduate programs in anthropology have larger enrollments than ever before. This might be because the interest in anthropological topics rises as people come to realize the cultural factors surrounding many social problems. Students are realizing that many answers to contemporary social problems lie in our knowledge about the transformations of human society. Thus, the number of graduate anthropologists is increasing, but you should know that the mean number of years it takes a candidate to complete the MA and PhD degrees in anthropology nationwide is about 10 years. Beginning in the Fall of 1993, we started to reduce the overall size of our program in the light of these factors by restricting the size of each incoming class for the foreseeable future. While we welcome your application, we do not want you to apply without your being thoroughly aware of the changing national and global political economy wherein anthropologists in the United States are trained and employed.

Philosophy In the Department of Anthropology at UMass/Amherst, we regard anthropology not so much as a discipline but as an approach to understanding various issues about the human condition. Accordingly, new questions and perspectives are constantly being explored and tested. Individuals with quite different backgrounds, experiences, and goals have joined our program and have been successful in their contributions to anthropology as a whole. Thus, we do not have in mind a single profile of our ideal applicant in terms of background in anthropology. Rather, we look for individuals who have received a solid liberal arts education, who express themselves lucidly in writing, who are clear about what they want both from our program and for their careers, and who are self-starters, capable of independent work of high quality.

We structure our MA and PhD programs around student interests. There are no specific courses required of all graduate students. Rather, a student and her/his faculty advisory committee jointly construct a course of study relative to the skills and knowledge necessary to reach particular objectives. We strive to sustain an atmosphere that is intellectually rigorous and mutually supportive. Thus, while we are very selective in our admissions decisions, once a student is in our program, the faculty work with that student to reach her/his training objectives. Students do not have to compete with fellow students for access to advanced levels of our program.

In general, we assume all those admitted to our program will complete the PhD here; most of our students earn the MA degree as the foundation stage for the doctoral program. A few of our students enter the program with MA degrees in anthropology earned elsewhere, and a few of our students expect to remain in the program only through the MA level.

How the Admission Process Works The admissions decisions are decentralized from the Graduate School. http://www.umass.edu/gradschool/prospective_student_online_application.htm to the department. In the Graduate School, the Admissions Office is the "needle's eye" through which individuals interested in graduate study must pass paperwork. This is where you get copies of application forms and the Bulletin, and this is where you send your completed application form, application fee, letters of reference, and transcripts. The Admissions Office officially logs in all necessary paper; then, as these materials arrive, they are sent on to the Department of Anthropology. ALL application materials are sent directly the Graduate School Admissions Office, 530 Goodell Building, University of Massachusetts, 140 Hicks Way, Amherst, MA 01003 or through the on-line admissions process.

In the department, the Graduate Admissions Director (known as the GAD) -- a faculty member elected each year by the department's faculty -- places these materials in files. During February, the GAD invites the faculty to review each file and to write evaluative notes in each file. After the review is complete -- usually by the end of February, the GAD summarizes the faculty evaluations and recommends to the faculty as a group who should be admitted. Once the faculty has decided who should be admitted, the GAD sends a decision form to the Admissions Office. The Admissions Office then sends out the admit (or not admit) letter over the signature of the Dean of the Graduate School. This usually takes place within a week after the GAD sends the decision form to the Admissions Office.

If you are admitted, the Graduate School will ask you to respond within two weeks with your decision as to whether you will come or not, although, if you are undecided, you may ask for more time to make up your mind.

Applicants without an Anthropology Background Most students admitted to graduate study in the department will have had at least the equivalent of 36 semester hours of anthropology as undergraduates, including introductory courses in the sub-fields of anthropology (archaeology, biological anthropology, and cultural/linguistic anthropology) as well as more advanced courses in at least two of anthropology's subfields.

Students without this background may be very exciting applicants. To broaden their knowledge of the field, they may be required to take several undergraduate courses without graduate credit. The precise requirements for such students -- who are
admitted on "provisional status"—are developed by the student in collaboration with her/his faculty advisory committee, after considering the student's previous coursework and record. Whenever such background coursework is recommended or required, the student should expect to spend an extra semester or two in earning the graduate degree.

Selection Criteria There are four principal kinds of information that applicants are required to submit for our faculty to review: (1) the application form; (2) letters of reference from two individuals; (3) official transcripts of all post-high school academic work; and (4) official results of the Graduate Record Examination. Beyond these required materials, your application may be strengthened by volunteering writing samples and a Curriculum vitae. Once we receive these materials in the department, we treat them as a totality; no one source of information makes or breaks an application; nonetheless, some things are more important than others. Here's our priority list:

1. The Application Form The Graduate School application form asks you for some standard biographical details; we are particularly interested in the personal statement. We read that statement very closely, looking for two things in particular. First, is the statement written succinctly and lucidly? Writing lies at the heart of the professional anthropologist's activities; we expect our graduates to be effective writers. Second, what are your educational objectives? Are they clearly or only vaguely formulated? Of course, you do not need to know the topic of your doctoral dissertation research when you apply for the MA program. Rather, we are looking for evidence that you have a clear sense of what you want out of our program. When faculty members look at this statement, they want to assess whether they either collectively or individually can help you reach your objectives. When the statement is insufficiently clear or when our faculty has neither the expertise nor interest in the areas the applicant wishes to pursue, the application will be rejected.

2. Letters of Reference While there is a requirement of a minimum of two letters, you may submit more, and such letters need not be written on or limited to the form that the Admissions Office provides. When reading these letters, we look for evidence that the applicant is likely to be successful in graduate study. Vague but positive language is not very helpful; detailed descriptions of things that you have done that give evidence of future promise are very helpful. Given how we treat these letters, you should exercise care in choosing your referees. Obviously, we would find letters from individuals who have had professional and/or educational contact with you most helpful.

3. Transcripts You are required to submit official transcripts of all your post-high school coursework. When looking at the transcript, we try to get an overall sense of how good a liberal arts education you received. We do not restrict our attention to individual grades or to the overall grade point average; rather, we ask, what kinds of courses did you select to educate yourself? Did you take difficult or easy courses? Are there many failures, grades of "incomplete," or withdrawals not adequately explained in the personal statement?

When we look at your grades, we look for general trends, rather than a specific grade or overall average. An upward trend, even with a low grade point average is much better than a downward trend, with a high grade point average. If it has been several years since you took courses, we place much less credence in it as an indicator of your potential success in our program. Instead, we rely more on your personal statement and letters of reference.

Application Deadlines The Department of Anthropology admits students only for September each year. All application materials must be received by the Graduate School's Admissions Office by January 2.

Areas of Program Emphasis

With sixteen full-time faculty members in the department fairly evenly divided among cultural/linguistic anthropology, archaeology, and biological anthropology, our program offers breadth and balance, but does not aim to provide comprehensive coverage of all areas -- topically and geographically -- embraced by anthropology as a whole. Instead, we offer students a rare environment where the faculty (trained in the traditional subfields of anthropology) collaborates readily across sub-disciplinary lines. The department's offices, laboratories, and classrooms are mostly located in Machmer Hall, and the faculty have a habit of spending much of their time in and around "the department." The foci of these collaborations shift over time depending on faculty and student research interests. At the same time, there are enduring areas of particular program emphasis.

On a theoretical level, we emphasize a bio-cultural perspective on human adaptation and adaptability, enhanced by a political-economic approach to key questions about the nature of human societies. In terms of courses and research training, we offer special concentrations in the ethnography of complex societies, the origins and nature of social inequality, the theory of human adaptation and evolution, theoretical and quantitative archaeology, and applied archaeology. There are also concentrations on historical and contemporary European societies, highland Latin America, and prehistoric and historical populations of the northeastern United States. We encourage our graduate students to gain experience in several of these topical and geographic areas, even if their individual research interests eventually lead them to other specializations. This range of concentrations enables us to achieve an appropriate balance between theoretical concentrations and practical applications of anthropology as well as between conceptual and methodological considerations in research.
These areas of emphasis are buttressed by three special training opportunities:

1. **The European Field Studies Program** allows graduate students in anthropology to spend a spring semester of study in Europe. Under the direct supervision of one of the faculty, students conduct preliminary research at various sites in Europe - the location varies according to faculty and student research interests. In one year, for example, all of the participants went to Romania; in a subsequent year, the faculty member was in Spain, while students were in the Czech Republic, Slovakia, Sweden, Germany, Great Britain, as well as Spain. The University supports the European Field Studies program by granting student participants a modest stipend and a waiver of tuition. Many of our students have used this early field experience as a springboard for subsequent doctoral research in the same region. Access to the program is competitive, with students submitting research proposals which the faculty rate according to their feasibility. In general, however, the number of openings has been nearly equal to the number of students who have wanted to go.

2. **The Summer Field School in Archaeology** provides upper level undergraduate and graduate students with direct experience in archaeological research in the area around Amherst. Emphasis rests on developing and implementing theoretically informed research strategies to solve historical and prehistoric problems. Students are involved in all phases of the research effort, from conceptualization, to excavation, to archival research, as well as to the analysis and write-up. At present there is no stipend support for field school participants.

3. **University of Massachusetts Archaeological Services** (UMAS) provides archaeological outreach to public and private organizations on a contract basis. While not formally part of the department's graduate program, UMAS employs many of our graduate students in contract research throughout the year. Many of our current students in archaeology have worked (for pay) with UMAS, gaining valuable practical experience which they have incorporated in their training programs.

The Faculty and their Specialties

Jane Anderson, Assistant Professor  
Cultural Heritage: Law, intellectual property, Indigenous rights, human rights, cultural property, international heritage, Indigenous political movements, policy studies, coloniality and colonialism, politics of cultural difference, rationalities of governance, archives, authority and expertise, production of knowledge, international organizations, problematics of theory/practice, mechanics of law reform, dispute resolution, critical legal theory, legal philosophy, cultural studies and how ideas travel.  
E-mail: janea@anthro.umass.edu

Whitney Battle-Baptiste, Assistant Professor  
Archaeology: African Diaspora theory, Black Feminist Theory, African American expressive and material culture, Historical Archaeology, African Diaspora archaeology, North America.  
E-mail: wbbaptiste@anthro.umass.edu

Elizabeth S. Chilton, Professor  
Archaeology: hunter-gatherers, the origins of agriculture, ceramic ecology, geoarchaeology, and cultural resource management. Northeast North America.  
E-mail: echilton@anthro.umass.edu

Emiliana Cruz, Assistant Professor  
E-mail: cruz@admin.umass.edu

Seamus Decker, Assistant Professor  
E-mail: sdecker@anthro.umass.edu

Jean Forward, Senior Lecturer  
Cultural anthropology: focus on colonialism, especially in North America and Scotland. I am also interested and active in environmental and human rights issues, especially Native American Indians, public education; community service and the teaching of history.  
Email: jforward@anthro.umass.edu

Laurie R. Godfrey, Professor  
Biological anthropology: primate anatomy and evolution, vertebrate paleontology, geomorphology, prosimians, human evolution, evolutionary theory. Africa.  
E-mail: lgodfrey@anthro.umass.edu

Donna Rae Gould, Lecturer, Repatriation Coordinator  
E-mail: rgould@anthro.umass.edu
Krista Harper, Assistant Professor  
E-mail: kharper@anthro.umass.edu  
Cultural and environmental anthropology political and medical ecology, green political movement; Eastern European (Roma)

Julie Hemment, Associate Professor  
E-mail: jhemment@anthro.umass.edu  
Cultural anthropology: Post-socialism, gender and transition, feminist anthropology, Participatory Action Research  
Methodology, applied anthropology. Russia

Brigitte Holt, Associate Professor  
E-mail: holth@anthro.umass.edu  

Arthur S. Keene, Professor  
E-mail: keene@anthro.umass.edu  

Elizabeth L. Krause, Associate Professor  
E-mail: ekrause@anthro.umass.edu  
Cultural anthropology: Population politics, fertility decline, nationalism, ethnicity, race, gender, political economy, historical anthropology, ethnography. Italy

Thomas, Leatherman, Professor  
E-mail: tleatherman@anthro.umass.edu  
Bio-cultural anthropology: theory and practice; political economy of health; biology of poverty; political ecology; health and nutrition; ecology and adaptability; coping with marginal conditions; seasonality; growth and development; Latin America (Andes, Yucatan). Southeast U.S.

Robert W. Paynter, Professor  
E-mail: rpaynter@anthro.umass.edu  

Ventura Perez, Assistant Professor  
E-mail: vrperez@anthro.umass.edu  
Bio-archaeology: interpersonal and institutional forms of violence. My work focuses on cultural representations of violence using an interdisciplinary inquiry that includes social science, behavioral, and biological research (specifically skeletal trauma), along with the analysis of artifacts and ethno-historic research. Zacatecas, Mexico at the site of La Quemada (AD 900) and in the greater Southwest.

Jonathan Rosa, Assistant Professor  
E-mail: jdrosa@anthro.umass.edu  
Linguistic and Sociocultural: multilingual and multimodal communication; language ideologies and standardization; semiotics; ethno-linguistic identities and practices; race; (im)migration and citizenship; politics of multiculturalism; youth socialization and marginalization; education; social ecology; Latina/o Studies; Urban U.S.; Latin America; Caribbean.

Lynnette Leidy Sievert, Associate Professor  
E-mail: leidy@anthro.umass.edu  
Biological anthropology: reproductive ecology, human variation, women’s health. United State, Mexico, Paraguay.

Michael O. Sugerman, Lecturer  
E-mail: sugerman@anthro.umass.edu  
Archaeology: The emergence of cultural complexity, sedentism, and states, the archaeology of contact, exchange, and power relations in ancient societies, economic structures in the Near East and the Mediterranean during the Bronze and Iron Ages, stylistic, elemental, and microstructural ceramic studies. Near East, eastern Mediterranean, Aegean.

Jacqueline Urla, Associate Professor  
E-mail: jurla@anthro.umass.edu  
Cultural Studies: Ethnicity, gender and sexuality, linguistic anthropology, visual anthropology. Western Europe, Spain.

Amanda, Walker Johnson, Assistant Professor  
E-mail: awjohnson@anthro.umass.edu  
Cultural Anthropology: intersection of critical race theory, anthropology of science, and critical educational theory, standardized testing, impact education in the US, particularly for African Americans and Latino/as. Additionally, I teach courses related to education and race; critical race theory and political economy of race in the US; feminist theories of race, body, and nation; and cultural and identity politics in the African Diaspora.
The Master of Arts Program

The master's degree is considered the first stage in the development of a professional career in anthropology. It may lead to admission to a PhD program, to a teaching career at the secondary or junior college level, or to other specialized employment requiring anthropological training, such as cultural resource management in archaeology or applied work in cultural anthropology.

Credit Requirements In addition to the basic Graduate School requirements for the master's degree (see the Graduate School Bulletin for details), the faculty requires that the minimum of thirty graduate credits include a set or core courses. We find that most of our students can complete the requirements for the MA degree within two years.

The Core Course of Study The goal of the MA program is to enable the student to acquire the professional skills and intellectual foundation to pursue a career as a professional anthropologist. The intellectual abilities are those necessary to complete an MA thesis, namely:

1. The ability to formulate anthropologically interesting problems;
2. The critical ability to apply an appropriate methodology in linking empirical observation with a theoretically relevant generalization;
3. A working familiarity with a body of data (e.g. a population, a culture area, a culture period); and
4. The ability to demonstrate these competencies in writing.

The core course of study is the heart of the MA program. It has four goals for the student: (1) to acquire a general background in the theories, methods, and research problems of the subfields of anthropology; (2) to develop an integrative framework for anthropology as a whole; (3) to further individual interests and training objectives; and (4) to provide an adequate basis for the evaluation of academic development.

Each student's core program is developed in consultation with the student's faculty advisory committee during the first semester of study. While there are no set requirements for specific courses to be taken, each student needs to develop reasonable breadth in all subfields of anthropology and, where appropriate, in other related subjects. It is the responsibility of both the student and the advisory committee to design the core course of study so as to reflect the holistic interdisciplinary nature of anthropology. A core course of study includes courses from at least three different faculty members. Further, at least one half of the courses comprising the core course of study are taken within the department.

In designing the core program, the student at the outset writes a brief statement of rationale and objectives. Depending on the student's career goals and past academic or other experience, the core course of study includes four to six courses which are completed during the first two to four semesters in the program. A student who has a strong undergraduate background in anthropology should be able to complete the core course of study in two semesters. Students with more limited anthropology backgrounds may need up to four semesters for completion.

The Core Evaluation During the individual's core program, written evaluations of performance are prepared by the instructors of all of the student's core courses. Evaluations are given to the student and copies of them to the Graduate Program Director for transmittal to the student's file. This file also contains all the papers, exams, etc., that the student produces in these particular courses.

At the end of the second semester of study in the program, the student meets with the advisory committee. This meeting represents an opportunity to review work to date and to plan for the balance of the MA program. If the student appears to have already mastered the four capabilities that the writing of an MA thesis demonstrates (see "The Core Course of Study" above), the MA thesis requirement is waived.

The MA Thesis If the advisory committee at the core evaluation meeting requires the student to write a master's thesis, the student then constitutes a new faculty thesis committee to aid in formulating, developing, and evaluating the thesis. The four capabilities outlined above in "The Core Course of Study" are the features that guide the student and thesis committee in their work together. Normally, a thesis can be developed, written, and defended within the second year of study, and credits may be earned while the student is working on the thesis.
The Doctoral Program

The doctorate in anthropology represents the specialized final degree to qualify an individual for teaching and/or research at the university level as a fully qualified professional anthropologist.

Credit and Residency Requirements There are no specific course requirements for students at the doctoral level; however, students are required to complete at least ten dissertation credits (Anthropology 899). This is a requirement established by the Graduate School, but does not reflect actual course work. Students may register for these credits at any time during their graduate careers. Further, our program assumes that students will be resident on or near the campus for a major portion of their work toward the PhD, so as to take courses, participate in seminars, consult with faculty, and in general participate in the intellectual life of the department. At a minimum, students complete two consecutive semesters of full time work toward the doctorate while resident in the immediate area.

The PhD Guidance Committee Upon admission to the PhD program, the student forms the PhD guidance committee. Committee members should be selected on the basis of their capability to guide the student's development in the "three fields of specialization" described below. The composition of this committee is wholly independent of the composition of the student's MA advisory committee.

As a rule, the student will have completed the formulation of the PhD guidance committee within one semester after entering the doctoral program. That committee consists of at least two departmental graduate faculty members and one graduate faculty member from outside the department who is not an anthropologist. The committee designates one of its members from within the department as its chairperson to serve as the student's advisor of record.

The student is required to consult with the advisor at least once a semester before planning courses for the following term, but more frequent consultation between student and advisor is strongly encouraged. The student should convocate the entire guidance committee at the time of its formation and whenever the formulation, or a substantive change, of the student's overall program is under consideration.

Fields of Specialization and Research Tools As soon as possible after entering the PhD program the student, in consultation with the guidance committee, designates "three fields of specialization" that reflect her/his career goals and intellectual interests. These fields may be defined very broadly or may be highly specialized, but must be outlined with care. The choice of fields will subsequently help to define and designate general areas of professional competence when the candidate completes the doctorate; accordingly, they ought not to be too generally or narrowly constructed.

To demonstrate competence in the chosen fields of specialization, the student needs to complete a "Statement of Field" in each field. These statements may take several forms: an essay synthesizing and evaluating trends in the field of inquiry, a bibliographic essay, a publishable paper dealing with a more narrow aspect of the field, a course outline, and a prospectus (see "The Prospectus" below) are some of the forms that doctoral students have used in the past to demonstrate their competence.

Preparation for each field statement is under the supervision of a different committee member. Correspondingly, there are at least three field representatives on the student's guidance committee.

Students are expected to spend two or three semesters taking specialized courses relevant to preparing their statements of field. Copies of the completed and approved statements of field become part of the student's basic file.

At the time the fields of specialization are being chosen, the guidance committee may also recommend that the student acquire competence in one or more research tools and/or language(s) relevant to the student's research interests.

The Prospectus As part of the doctoral program, the student must prepare a prospectus of the dissertation. The prospectus outlines (1) the intellectual issues that converge in the dissertation topic, (2) the pertinent literature, and (3) the methodological strategy and timetable for accomplishing the research objectives. Once the prospectus has been prepared, the student is expected to make a public presentation of it in a departmental seminar. The presentation is not an examination. Its main purpose is to provide information on a specialized topic to members of the department at large, to stimulate discussion, and to engender useful feedback to the student presenting the prospectus.

Oral Preliminary Comprehensive Examination After the completion and approval of the three statements of field, including the prospectus, the student takes an oral PhD preliminary comprehensive examination. The student must complete any research tool and/or language requirements stipulated by the guidance committee before sitting for the examination. The PhD preliminary comprehensive examination is conducted by the student's guidance committee. The examination focuses on, but is not necessarily limited to, the fields of specialization as represented in the statements of field described above.
The Dissertation  After passing the oral preliminary comprehensive examination, the student begins to devote full attention to the dissertation research outlined in the prospectus. As a rule, about one year will be devoted to field or laboratory research under the guidance of the student's dissertation committee.

As soon as the student passes the oral preliminary comprehensive examination, a dissertation committee is appointed by the Graduate School upon the recommendation of the Graduate Program Director. The dissertation committee consists of a minimum of three members of the graduate faculty—a minimum of two from within the department plus a minimum of one from outside it. It is customary for the dissertation committee to include members of the student's PhD guidance committee, but this need not be the case. The committee has direct charge of all matters pertaining to the dissertation, which must have the approval of this committee before arrangements are made for the final oral examination. You should expect to spend at least a year of write-up time following the completion of research to complete the dissertation.

When the dissertation is completed and approved, and a date is agreed upon by the student and all members of the dissertation committee, the chairperson of the committee informs the Graduate School through the Graduate Program Director of the date, time, and location of the oral examination. This examination is conducted by the dissertation committee and other members of the graduate faculty who choose to attend. In order to pass this final examination, the degree candidate must receive the unanimous vote of the dissertation committee.
Support

For most students, we have virtually no means to support incoming students during their first year. You should be prepared to arrange your own support, at least for the first year, on the basis of savings and/or loans.

Teaching Assistantships Each summer the Dean of the College of Social and Behavioral Sciences informs the department as to the number of teaching assistantship positions that will be allocated to the department for the ensuing academic year. Over the past decade this number has fluctuated between 15 and 20 positions. In addition, we can usually help place some of our students in teaching assistantships outside the department in other programs. Teaching assistantships are not scholarships; rather the graduate student is employed for up to 20 hours per week to assist an instructor in teaching introductory-level anthropology courses to undergraduate students. The faculty choose those graduate students who have demonstrated a strong capability to teach well. Teaching assistantships, of course, provide a graduate student with invaluable experience. Highest priority is given to graduate students in their second and third years in the program. The stipend for a "full-time" (20 hours per week) teaching assistant comes with a waiver of tuition, but not fees. Only under very unusual circumstances will our departmental teaching assistantships be awarded to incoming graduate students. It is common, though, for our incoming graduate students to compete successfully for TA positions in other departments.

Research Assistantships In any given year, there may be anywhere from one to five research assistantships available in the department, depending upon which faculty have outside funding to support their research activities. In general, research assistantships carry the same stipend, time commitment, and tuition waiver that teaching assistantships do. Selection of research assistants is left to individual faculty who control research funds. Further, University of Massachusetts Archaeological Services employs several graduate students in various roles.

Graduate School Fellowships Every year the Graduate School makes available about 60 fellowships among all graduate programs on campus. Departments compete with each other in nominating outstanding students. About half the fellowships are allocated for new students. There are no duties; the stipend varies; and each fellowship carries a tuition waiver. In general we nominate those graduate students who are at the dissertation writing stage, although we have on occasion nominated particularly distinguished applicants to our program. In any event, this is not an award you apply for; it is up to the Graduate Program Director to nominate particularly outstanding applicants.

Minority Graduate Student Fellowships In order to sustain a diverse graduate student population, the Graduate School makes available a limited number of "minority graduate student fellowships" to departments. If you have identified yourself on your application by one of the "minority" categories the US Bureau of the Census uses for American citizens, the GAD may nominate you for this award.

The Sylvia Forman Graduate Scholarship provides an annual stipend for a graduate student in anthropology who is a citizen of a "Third World" country or who is a Native American. While the stipend varies from one year to the next, the trustees endeavor to award an amount to cover room, board, tuition, fees, and transportation for one graduate student per year. For the 2004-2005 academic year, this stipend is $11,000. In general, the trustees aim to award the scholarship to an incoming graduate student each year, though any student in the graduate program who meets the citizenship requirement, may apply.

Tuition Waivers The Graduate School has been authorized by the University's Board of Trustees to grant a waiver of tuition to graduate students on a fellowship stipend or in a teaching or research assistantship, so long as the amount of the stipend is above a base amount, which changes annually. This rule also applies to employment that is directly related to an individual's graduate program. Thus, for example, our graduate students employed by the University of Massachusetts Archaeological Services generally earn enough to qualify for a waiver of tuition. Check with the Graduate Admissions Director to find out the current base amount.
**Graduate Program Statistical Summary, 1996 - 2000**

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<td>Total</td>
<td>79</td>
<td>85</td>
<td>81</td>
<td>85</td>
<td>84</td>
</tr>
<tr>
<td>Females</td>
<td>54</td>
<td>58</td>
<td>54</td>
<td>59</td>
<td>57</td>
</tr>
<tr>
<td>Males</td>
<td>25</td>
<td>27</td>
<td>27</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>ALANA(^2)</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>International</td>
<td>2</td>
<td>7</td>
<td>8</td>
<td>10</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Admissions (For Fall Registration)</th>
<th>1996</th>
<th>1997</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of applications received</td>
<td>106</td>
<td>110</td>
<td>112</td>
<td>116</td>
<td>106</td>
</tr>
<tr>
<td>Number of applicants accepted</td>
<td>13</td>
<td>28</td>
<td>17</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td>Number of new enrollees</td>
<td>6</td>
<td>15</td>
<td>11</td>
<td>11</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support (For the ensuing academic year)</th>
<th>1996</th>
<th>1997</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students supported</td>
<td>41</td>
<td>46</td>
<td>46</td>
<td>55</td>
<td>57</td>
</tr>
<tr>
<td>Proportion (%) of students supported with university funds</td>
<td>52</td>
<td>62</td>
<td>54</td>
<td>67</td>
<td>67</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degrees conferred (For the previous academic year)</th>
<th>1996</th>
<th>1997</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>PhD</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

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1. Source: University of Massachusetts Amherst *Graduate School Fact Book*; issues from 1996 to 2000.

2. “ALANA” is defined as African American, Latina(o), or Native American.