Chapter 3: Sociocultural Anthropology PhD Program

Students in the PhD program in sociocultural anthropology must take a minimum of 36 credits of coursework, 24 in anthropology and 12 in a minor or supporting field. This minimum number of credits should be completed no later than the semester you take your preliminary oral exam (which is usually in the spring semester of your third year). When planning your degree program, keep this distribution of credits in mind. Doctoral students are required to enroll for a minimum of 24 thesis credits (ANTH 8888) during their course of study.

Please note that while taking coursework, you are required to take any 8000-level sociocultural course offered in the department unless there are compelling reasons not to (such as a seminar taught in another department, directly in your research field that has a time conflict with an anthropology seminar). You should consult your advisor and the DGS if this situation arises.

After reading this chapter, if you still have questions about the doctoral degree, including information on examinations and the thesis, you can review online information at http://www.grad.umn.edu/students/doctoral/index.html. Note: Some commonly used forms are available on the Graduate School web site at www.grad.umn.edu/forms.

A. FIRST YEAR

The first year of graduate study is typically devoted to establishing a sound foundation in sociocultural anthropology through coursework. During the first year, you also become acquainted with the faculty and your fellow graduate students, and integrate yourself into the activities of the department. If appropriate, you may be encouraged to apply for fellowships or grants to support your graduate work or your summer research. Near the end of spring semester, you will go through First Year Review during which your performance in classes and seminars up to that point will be evaluated and a determination made as to whether you are ready to continue in the PhD program, need course work in areas of weakness, or will be asked to leave the program. Provided that you continue in the program, you will be expected to conduct preliminary field research in the summer following your first year of study.

1. Orientation to success: Professionalization from the outset

Your professionalization as an anthropologist begins on the first day of graduate school. While the focus of your first year is on establishing a foundation in the discipline, you should recognize that a successful professional career depends on seeing all aspects of your graduate school experience—-not just coursework or research—-as a fundamental part of your training. Developing your place in the broader intellectual community in the department will open you to a range of conversations and debates in the discipline and deepen your understanding of the field. As such, beginning in your first semester you should strive to become acquainted with the faculty and your fellow graduate students and develop appropriate professional relationships with them. Integrate yourself into the activities of the department. Attending
brown-bags, reading groups, and colloquia is expected of all students, especially those still doing coursework.

In addition, you will be encouraged to think about acquiring grants and fellowships even in your first year. Several agencies (the National Science Foundation, the Foreign Language Areas Studies program, the Wenner-Gren Foundation) offer graduate school fellowships for which you may be eligible. Likewise, summer research funding, especially through FLAS, may assist you in your first summer of preliminary research.

Chapter 11 of this handbook contains useful advice for thinking about professionalization and setting career goals for yourself and it is recommended that you review this chapter annually.

2. First Year Adviser and First Year Planning

Each new graduate student is assigned a temporary first-year adviser when she/he enters the program. The first-year adviser, who will normally be a faculty member in your subfield or specialization, will help you initiate your academic program and serve as your mentor until you find a permanent adviser. You must find a permanent adviser (who may or may not be your first year adviser) no later than the end of your third semester of graduate study.

You should arrange to communicate with your first-year adviser well before the start of your first semester of graduate study in order to plan your first semester courses and to map out a tentative first-year plan of study. Given the structured nature of each concentration, it is important that you use your first year of graduate study wisely. It is the responsibility of the first-year adviser to mentor you in this process and all other decisions until you select a permanent adviser. If you cannot converse with your first-year adviser (either in person or via email) well before the start of the first semester, contact the director of graduate studies for advice because you will be expected to take one or more required seminars in the first year.

Here is a summary of the things you should bear in mind:

- Discuss with your first-year adviser your first year curriculum; potential minor/supporting programs; and special skills (e.g. technical skills, language learning) needed for your research specialty.

- In consultation with your first-year adviser, you must prepare a first year plan of study as soon as possible during the fall semester in order to satisfy both your interests and the requirements of the program. This plan of study refers specifically to your first year of study, but it also provides a forum for thinking beyond the first year. During the first year of graduate study, you should make a point of meeting and talking with all faculty whose work seems related to your interests, both within and outside the department. Your first-year adviser and fellow graduate students are good sources of information with whom you should speak. Visits and interaction with faculty during coursework and seminars will also help you identify faculty who might serve as your permanent adviser.
or as a member of your advisory committee

- Students who do not have sufficient undergraduate preparation in sociocultural anthropology may be required to take or audit one or more courses suggested by their first-year adviser.

3. Coursework and other curricular information

In consultation with your first-year adviser, you should plan a full load of courses (6-14 credits) each semester that is appropriate to your interests and training. All first-year students are expected to carry a full load of courses each semester to maintain full-time student status (i.e., between 6 and 14 credits). If you have a TA, RA or fellowship from the University of Minnesota, your tuition benefit will pay for up to 14 credits per semester.

Please note the following important points:

- **Required Courses.** The following courses are required of all sociocultural PhD. students:
  - ANTH 8001 (Ethnography, Theory, History)
  - ANTH 8002 (Ethnography: Contemporary Theory and Practice)
  - ANTH 8203 (Research Methods in Social and Cultural Anthropology).

  These courses are taught in alternate years (8001/8002; 8203) and students in their first year should take whichever series is available that year.

- **Subfield Concentration and breadth requirements.** During your first year, you are required to take at least one graduate (8000-level) seminar in anthropology each semester. While you are required to identify courses that will help you specialize in your topic, you are also required to develop a breadth of training in sociocultural anthropology. **As such, please note that you are expected to take any 8000-level sociocultural course offered in the department unless there are compelling reasons not to** (such as a seminar taught in another department, directly in your research field that has a time conflict with an anthropology seminar). You should consult your advisor and the DGS if this situation arises.

- **Minor or supporting field.** Beyond the required seminars and other 8000-level courses offered in the department, your first year of graduate study will be planned out in consultation with your first-year adviser. As there is a requirement to complete 12 credits in a minor or supporting field, you should begin to explore options for courses that will contribute to this requirement and round out your training. Most departments have explicit minor requirements (that is, you could take the History department’s minor program). More often, students construct their own supporting field around topical, regional, or theoretical themes, drawing on courses from across other departments. You should familiarize yourself with courses in related departments and disciplines (history, sociology, CSCL, American Studies, Geography etc.) to see what is
available.

- **4000- and 5000-level anthropology courses.** These undergraduate courses may be considered graduate-level courses (and may, therefore, be included on the Graduate Degree Plan (GDP) form, see below), if they are taught by members of the Graduate Faculty or by a person authorized by the department to teach graduate level courses. Typically, graduate students are expected to do additional work in these courses to ensure that these courses can be listed on the Graduate Degree Plan (GDP) form. All graduate-level courses that you take in anthropology and intend to use to satisfy your degree credit requirement must be taken A-F.

- **Transfer Credits.** Students who have earned graduate credit at other universities may apply some of those credits toward their degree program at the University of Minnesota. The University of Minnesota has detailed criteria for the transfer of credits for the PhD degree (See the [Graduate School Catalog](#) for details). Official transcripts of the graded work must be submitted, the coursework must be at the graduate level, the course taught by faculty authorized to teach graduate level courses, and the graduate credit earned after you received your undergraduate degree. At the PhD level, the number of credits accepted for transfer is determined by the Graduate Committee up to a maximum of 12 credits. If you enter the PhD graduate program in sociocultural anthropology at Minnesota with an MA degree in anthropology or a closely related field from another institution, you will generally enter the program at the second-year level. Should second-year requirements (e.g., the research paper, preparation for the bibliography) prove overly challenging for you, you may be asked to take courses in areas of perceived weakness. Please note, however, that transfer credits cannot substitute for the graduate seminars listed above except with permission of your advisers and the graduate committee.

- **Ungraded Classes.** You are urged not to take graduate-level courses that you intend to include on your Graduate Degree Plan (GDP) form (i.e. toward your credit requirement) as pass-fail (S/N). While the graduate school will allow up to a third of all courses included on the GDP to be taken pass-fail, all courses included in a GDP form in the Department of Anthropology (i.e. for the Major) must be taken A-F. However, other graduate-level courses can be taken pass-fail or on an audit basis with the approval of your adviser and (where appropriate) the course instructor.

- **Auditing Classes.** As an auditor, you enroll in, pay tuition and fees for, and attend a class but do not complete assignments or take examinations. You receive no credit for the course, but the course will be placed on your transcript with the symbol V (Visitor) to indicate your special registration status. Although you do not receive credit, the credit value for the course counts in determining the credit total for your services fee. To register as an auditor once you have received any necessary approval, place a V in the grading basis column for that course. See [Auditing Courses in OneStop](#) for further information.
• **Independent Reading/Study Courses.** First-year graduate students in the PhD program are strongly discouraged from taking independent reading/study courses, although they normally become an important component of degree programs during the second and third year of study. This recommendation does not apply to graduate students who enter their degree program with a Master's degree, for these students enter the program at the second year level.

• **Incomplete Coursework.** You are expected to complete all courses during the semester they are taken. If an Incomplete is received, you are expected to remove it within one semester after taking the course. The failure to remove Incomplete coursework will be included in the annual review of your progress in your degree program. Failure to remove an Incomplete within the designated time is unacceptable in terms of expected progress in the program. You may not take your preliminary exams if you have Incompletes on your record. _Students with more than one active Incomplete on their record will not be eligible for funding in the following semester._

• **Minimum Grade Point Requirements.** The Graduate School defines a minimum of a 3.0 GPA on the Graduate Degree Plan (GDP) form in order for a student to remain in good standing. Students with a GPA less than 3.0 may be put on probation or dismissed from the program. A grade of 3.0 or higher must be earned, too, for a course to fulfill particular course requirements (method and competency requirements, and seminars, for example) and program credit requirements (i.e., the 24 credits in anthropology and 12 in a supporting program). Students taking a formal minor must meet the minimum requirements for the minor defined by that department or program. Should a grade lower than a B (including a B-) be earned in a required major course or for the supporting program, the course must be taken again and a new grade of 3.0 or above be earned. You should be aware, however, that all the grades you earn while in the program are recorded on your transcript, even if they are not high enough to fulfill degree requirements.

• **Thesis Credits.** All doctoral students must take 24 thesis credits (ANTH 8888) before they can graduate. Thesis credits are intended to ensure that there is adequate time in the curriculum to complete your research and writing. However, they can also become a barrier to completion and having thesis credit requirements beyond your five years of guaranteed funding can be costly. We thus encourage all students to start taking thesis credits during the coursework phase of their degree. Please note the following (some of these points will not be relevant until later years):

  o You may begin taking thesis credits as early as your first semester of study. Once you have taken 24 thesis credits and passed your prelim oral, you can register as a full-time student with just one credit. This is especially important for students who may be supporting themselves with external grants or fellowships.
  o Please note that you must pass the preliminary oral exam before you are eligible
for this one-credit registration.

- When planning your registration, make sure that you space your thesis credits out so that you won’t complete them before your complete your coursework and to make sure that you will complete them the same semester you pass your preliminary oral exam.
- If you are taking coursework, register for your courses as you normally would. If you still have room left under the 14-credit cap, register for enough thesis credits to bring you up to 14 credits.
- If you have completed your coursework, simply register for up to 14 thesis credits per semester.
- Completing thesis credits and passing your preliminary oral exam will also reduce the amount of student fees you will have to pay each semester and make you automatically eligible to receive resident-rate tuition.
- Once you have completed 24 thesis credits and passed your preliminary oral exam, you can register for ANTH 8444 every semester until you graduate. If you register for ANTH 8444, you will only be charged for one credit but you will be considered a full-time student by the University.
- Please note, that after you have completed your thesis credits, you cannot take more than 1 credit per semester without prior permission from the department. If you do, you will be responsible for any tuition charges not covered by your TA appointment or fellowship.

4. **First Year Review**

All first-year graduate students are reviewed for their potential for continued graduate work near the end of spring semester by the faculty as a whole. A distinction is made between the first-year review and the annual review, which is a review of every graduate student past the first year of their degree program, though the first-year review process takes place at the same time as the annual review process.

Once the student body and the faculty are informed that the first-year/annual review is due (in the latter half of the spring semester), students are responsible for finding a meeting time with their first-year adviser to discuss their progress and plans for the coming year.

- **Required Documents:**
  - The Annual Review Form (this will be emailed at the time the annual review period is announced. You are responsible for filling this out and returning it to your advisor prior to the date of your review).

The following items will be provided by the faculty concerned:

- Instructor evaluations of all courses completed
- A graduate assistant evaluation for those students with a teaching assistant (TA) or research assistant (RA) position fall semester
A report from your first-year adviser that summarizes your progress and plans

- **Evaluation.** These documents are reviewed by the full faculty. One of three decisions is reached:
  - Satisfactory progress with approval for continuation in the PhD. program.
  - Some improvement needed, but with approval for continuation in the PhD. program.
  - Continuation in the PhD. program not approved.

The review will be based on your sufficient grasp of theory, methodology, ethnography, as well as your writing ability. The result of this review is reported to you in a letter from the director of graduate studies shortly after review by the full faculty. If the faculty has noted insufficient progress, you will be informed of the actions required to improve competence. If action is required, you must meet with your first-year adviser after receiving the review letter to discuss any action to be taken.

5. **The First Summer: Preliminary Research Preparation**

Because you will be expected to begin dissertation field research by your fourth year in the program, the summer of your first year of graduate work should be actively used to conduct preliminary research in your field site(s) and gain skills in preparation for field research, including language training. You may also use the summer to begin an independent study with your adviser, providing he or she is willing to let you complete the work in the fall when you have tuition credit. You should discuss fieldsites, research focus, fellowships, grants, work positions, language competencies, and other possibilities with your first-year. In addition, you will most likely need approval from the Institutional Review Board (IRB) to conduct your research (see chapter 7).

6. **Language and research competencies**

The graduate program in the Department of Anthropology does not have a language requirement for all students in the major. Rather you are expected to acquire the special skills - the language(s) and research competencies - necessary for your research specialty. These special skills are determined in consultation with your first-year adviser. You are encouraged to begin necessary language and other special skills training during your first year in the graduate program. Examples of special skills are oral interviewing expertise and competence in archival research.

Ideally, the special skills you will need to master for your degree program should be determined by the end of your first year in the program, but no later than the filing of your Graduate Degree Plan (GDP) form. These skills must be successfully mastered before you complete your degree and, ideally, by the completion of your preliminary oral examination in your third year.

Information on how to demonstrate language proficiency, and on the conditions under which
language proficiency is recorded on your official transcript, is available online at http://www.grad.umn.edu/students/forms/doctoral/index.html. If there are any questions about these methods please contact the Graduate School Service and Progress Office. For research competencies, a letter from a member of the faculty at the University of Minnesota or an external authority stating that you have mastered a competency to their satisfaction is generally sufficient, as long as the process is approved by your adviser and the director of graduate studies.

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B. SECOND YEAR

The second year of graduate study continues your training in sociocultural anthropology through coursework and seminars, but you must also begin planning for the third year. During the second year, you must select a permanent advisor and advisory committee; complete your research paper, based on your first summer of preliminary research; begin preparing for your preliminary exams which will take place in the third year; and begin identifying sources for external funding of your fieldwork. The summer following your second year in the program should be spent working on your preliminary exams and writing grant proposals. You are strongly discouraged from returning to the field to do additional research in this summer as this will delay your progress through the program. If there are special circumstances that merit a return to fieldwork in the second summer (e.g. a change in dissertation topic), you should discuss this with your advisor and the DGS as this will likely extend your time in the program.

1. Coursework

In your second year, most of the same requirements and guidelines above for the first year still pertain. In summary:

- You must complete the second series of required seminars
- Take at least one 8000-level course in anthropology, and any 8000-level course in sociocultural anthropology that is offered in the department.
- Solidify your plans for your minor or supporting field.
- Maintain your full-time student status (registering for 6-14 credits of coursework).
- Register for thesis credits with any credits remaining after you have registered for coursework.
- Maintain a minimum 3.0 GPA. Students with a GPA less than 3.0 may be put on probation or dismissed from the program. A course earning a grade lower than B must be taken again to attain a 3.0 GPA.

Additionally, second year students often take at least one independent readings/study course (ANTH 8992 or ANTH 8993) with their adviser or another member of their advisory committee to work on their exam bibliographies, prospectus, and research paper, in one combination or
another.

The remainder of the courses you take during your second year in the program should be carefully planned out with your adviser. When choosing courses, keep the required credit distribution for your program in mind (i.e., at least 24 credits in anthropology and 12 in a minor or supporting program, plus the seminar requirement). As a graduate student, you should be (1) preparing for and completing your preliminary written and oral exams, and (2) gaining the skills you will need in your eventual profession. This generally means taking a good balance of courses (classroom-based, directed readings/studies, etc.) that will most efficiently accomplish these two goals.

In planning your degree program with your adviser, you should note which particular courses are required and which are not. If you are uncertain whether a course is considered “required” in your program, ask the director of graduate studies.

2. Adviser and Advisory Committee

You must select a permanent faculty adviser and advisory committee by the end of fall semester of the second year. Since the success of your graduate career will depend in part on the advice of your adviser and on the strength (knowledge, fund-raising ability, etc.) of your advisory committee, you should give this process of selection considerable thought. You should select your adviser first and then, in collaboration with your newly selected adviser, select the remaining members of your advisory committee. Be aware, however, that a faculty member must agree to serve as your adviser. Furthermore, for a variety of reasons not every faculty member accepts new graduate students every year (e.g., they are going on leave, are approaching retirement, already have too many graduate students, do not believe that the interests of new graduate students overlap sufficiently with their own interests).

- The Adviser. Your adviser must have graduate standing in the Department of Anthropology and full-standing in the Graduate School. Your adviser should share research interests with you, as she/he will act as your main mentor and be an important source of information and assistance throughout the course of your graduate study and in the early phases of your career. When you are in the field or perhaps living elsewhere while writing your dissertation, your adviser is usually your main link to the department and to continued sources of internal funding. It is therefore imperative that you remain in close contact with your adviser both when in residence and when away from the University.

If your adviser is temporarily not in residence at the University of Minnesota (e.g., on research leave, on sabbatical), you must select one resident department member on your advisory committee to serve as temporary adviser. If your research is strongly interdisciplinary, you might consider having co-advisers, with one adviser in anthropology and the other in your supporting program or minor field. In this option, your external co-adviser must have graduate standing in the Graduate School.
• **The Advisory Committee.** The advisory committee includes a minimum of four members: three (including your adviser) on the graduate faculty of the Department of Anthropology and an external member from your minor field or supporting program, usually a faculty member in another department at the University (see below). All members of your committee must be members of the Graduate School faculty, which means that they have graduate standing in some unit within the University - with the exception of an external committee member (see below). Members of your advisory committee will assist you in course selection, and in developing your preliminary exam bibliographies, research paper, and dissertation prospectus. Your advisory committee oversees and evaluates your preliminary written examination, preliminary oral examination, defense of dissertation, and helps you write grant proposals, design field research, and think through the dissertation as you write it.

• **External member(s).** In addition to the three committee members in the department, all advisory committees must include an external advisor. This is usually a faculty member from your minor or supporting field with whom you have worked in some capacity, whose expertise can contribute to your dissertation project, who is on the Graduate School faculty, and who has agreed to serve as an external member. The external committee member can also be a faculty member from another university or a professional in the community. In the latter cases, a CV and letter of commitment from the off-campus individual, and a letter of support from your adviser, must be submitted to the director of graduate studies. A strong case (e.g., to fill a gap in expertise) must be made for the inclusion of an off-campus individual on a committee. If approved, the director of graduate studies will forward the request to the Graduate School, which usually approves a recommendation supported by a department as long as it satisfies the regulations of the Graduate School. In all cases, the graduate student is responsible for any cost (e.g., travel, lodging) involved in bringing an off-campus committee member to the University, though it is conventional for committee members who are not physically present to participate in defense meetings via phone/Skype. An off-campus member must be willing to submit a written critique of the dissertation draft prior to the defense, with suggestions for any necessary revisions, among other committee obligations. The designated chair on your Graduate Degree Plan (GDP) formed for purposes of the dissertation defense must be an internal committee member other than your adviser.

• **Forming the advisory committee.** As a rule, you choose your adviser first and then in consultation with your adviser fill the other slots on your advisory committee. Advisory committee members should be chosen for the variety of skills and knowledge they offer in support of your interests and dissertation research.

• **Communicating with the members of your advisory committee.** Although you will work most closely with your adviser in developing your plan of course work and in preparing your degree program, exam bibliographies, research paper, and dissertation
prospectus, members of your advisory committee should be consulted whenever appropriate in these more preliminary phases of your degree program. Later in your program, members of your advisory committee evaluate your written prelims, are at your preliminary oral examination, help you design field research and develop your dissertation as you write it (if asked), and are at your dissertation defense. Because of the importance of your advisory committee in your graduate career, you should update all members of your advisory committee on your progress in your degree program regularly. You will meet with your full departmental committee (the three primary members) during the annual review process in the spring.

- **Changing your adviser and/or the composition of your advisory committee.** The membership of your advisory committee, including your adviser, should not be considered a permanent arrangement. There are many reasons for making a change in the composition of your advisory committee. The most common is an attempt to get the right mix on a committee as your dissertation plans and research mature. Students often veer off in new, unexpected (often exciting) directions when planning field work or gain a different understanding of their research project through fieldwork that requires a different mix of committee members.

   Compatibility and the retirement of committee members are other common reasons for changing the composition of your advisory committee. It is relatively easy to change the membership of your committee. If you would like to change a member other than your adviser and you have the approval of your adviser, just inform the director of graduate studies of the proposed change; he/she will see that the necessary change is made. While most students change one or more members of their advisory committee during their graduate career, they less often change their adviser, though they are free to do so. If you would like to change your adviser, you should talk to the director of graduate studies about the change. Should you wish to make a change and there is disagreement with your committee about the change that cannot be resolved internally, you have the option of following the department's grievance procedures.

3. **The Research Paper**

During the first semester of your second year, you will begin an original research paper of about 7,500 words, based on your first-year’s summer research that may be suitable for publication. The research paper requirement has several purposes:

- It is an introduction/review of how research is done in sociocultural anthropology
- It gives you an opportunity to tackle a research project before you begin your dissertation fieldwork and to define your dissertation research project
- It gives you experience in identifying and developing a consistent theme and argument within an article-length space
- It may help define questions for your preliminary written examination; and
• If it is of adequate quality, your adviser may suggest that you submit it for publication to an appropriate journal.

In most cases, the research paper will be either an ethnographic paper or a historical paper based on primary source (i.e., archival) research. The topic of your research paper must be approved by your adviser, who serves as your mentor while you research/write the paper.

The research paper must be completed and evaluated by your advisor and one member of your advisory committee no later than the end of the spring semester of your second year in the program. You will also be expected to present a version of this paper to the department in the spring semester of your second year.

4. Preparation toward the Preliminary Written and Oral Exams

In the second year you should already be preparing for your preliminary written and oral exams (taken at the end of the third year; see below in the third year section). Together, the preliminary written exam and the preliminary oral exam make up your PhD prelims. While the exams may seem far away, beginning preparation for the exams in the second year will ensure that you maintain momentum through the program.

Two key elements to this work are:

• Identifying the three exam areas and beginning to assemble bibliographies with the help of your advisory committee. The development of your ideas about your research project will define your exam areas that will in turn define the development of your bibliographies. The readings you do for seminars, reading groups, and even the classes you TA for may all find their way onto the bibliographies. In addition, you will begin to explore beyond the reading lists assigned to you as you seek to establish your exam areas. More detail on the bibliographies are below in the section on the third year, but you are strongly encouraged to be developing lists of texts relevant to your research from early in your second year.

• Beginning to work on your prospectus, which is the central element of the oral examination. It is important that you begin outlining and writing the dissertation prospectus in your second year for four main reasons.
  
  o First, the process will focus your attention (and that of your adviser) on developing a well-thought-out dissertation plan.
  
  o Second, almost all research projects require funding by an outside agency and many of them have application deadlines in the fall and winter. For this reason, as suggested above, you need to consider the requirements for submitting proposals to research granting agencies when preparing the prospectus.
Third, most field projects in sociocultural anthropology require approval before initiation from the Institutional Review Board (see chapter 7). Therefore, it pays to think through any problems that might arise at this time rather than having to deal with them when you are preparing to leave to the field.

And fourth, like everything else we seem to do, it will take longer than you think.

For all these reasons, you should have your prospectus in pretty good shape by the beginning of the fall semester of your third year (see below in the third year section for more detail on the prospectus)

5. Funding

It is crucial that you begin the process of identifying potential funding sources for your dissertation research in your second year as you should be actively writing grant proposals in the run up to your third year (an activity that is intimately connected to the development of your prospectus). Conventionally, many sociocultural anthropology students apply to the National Science Foundation, Wenner-Gren Foundation for Anthropological Research, the Social Science Research Council, and the Fulbright Program. However, there are many additional funding sources, some of which may be specific to your region or topic of research. You should work with your advisor, the director of graduate studies, and other students to identify potential funding sources for your research.

There are many sources of good advice for writing and getting a grant. The Graduate School has a list of external funding sources. In addition, the CLA Grants Team's social science grants coordinator, Anna Brailovsky, may guide you on seeking out appropriate grants.

The University’s Office of Contracts and Grants must preview the budget to ensure that budget categories are consistent with University requirements and that budget items (such as mileage) are calculated correctly. You should work over the budget with the department accountant before it is sent on to the Office of Contracts and Grants for review. In addition, most funding proposals written by a graduate student in the Department of Anthropology must go through the Sponsored Projects Administration (SPA) http://www.ospa.umn.edu/. This process can take several days and you should be aware that SPA has its own deadlines in advance of any grant deadline. You are strongly advised to contact SPA to ensure that you know this internal deadline so that you may include this in your proposal submission timeline.

As a reminder, grant applications for field research involving human or animal subjects will most likely also require proof of IRB or IACUC approval. This approval must be obtained before the grant can be submitted. See Chapter 7 for further information.

6. Peer Writing Groups
In your second year, as you begin to work on your research paper and to explore grant writing, you should ensure that you are in a writing group with peers. Exchanging work with peers is a key part of your professionalization and developing critical writing and reading skills. All of your non-course related writing should be circulated among your peers before you submit them to your faculty advisers.

Peer writing groups do not have to be restricted to the department. Many students draw members for their writing groups from students in other departments whose topical, regional, or theoretical interests mesh with their own. Developing networks across other disciplines in this way is also a key means to deepen your intellectual engagement with your project.

7. **Filing the Graduate Degree Plan Form**

All students are expected to have a Graduate Degree Plan (GDP) form on file at the Graduate School by the end of the fall semester of their second year in the graduate program; for students applying for assistantships in the department, this is a condition of employment. Having a Graduate Degree Plan (GDP) form on file by the end of the first semester of your second year is considered a benchmark of progress in the graduate program.

- The Graduate Degree Plan (GDP) form is available from the Graduate School, http://www.grad.umn.edu/students/forms/doctoral/index.html.

- The form lists all coursework, completed and proposed, that will be offered in fulfillment of degree requirements in anthropology and in your minor field or supporting field, including any transfer work that the graduate committee agrees to accept as part of your degree program requirements. If proficiency in one or more languages is part of your competency requirement, these should be specified on the form as well (in the "language" slot on the top right of the form). A second part of the form asks you to list your adviser and the other members of your advisory committee, one of whom must be designated chair of the committee (a member of the committee other than your advisor).

- The Graduate Degree Plan (GDP) form has several important functions. First, working out which courses to include on the form with your adviser will help you formulate a well-constructed degree program. Second, the form provides other faculty and the Graduate School a summary of your core degree plans.

- As a rule, you should only include enough "courses to be completed" on your Graduate Degree Plan (GDP) form to satisfy your degree requirements; you can add other, completed courses to the form later if you wish or if asked to by members of your advisory committee (the rationale is that you may never get around to taking some of these "yet to be completed" courses - therefore, put as few down as possible). The form is not a binding contract; it may be revised as necessary by filing a petition that must be signed by your adviser and the director of graduate studies.
8. **The Annual Review**

Your progress in your degree program is reviewed and evaluated every spring semester by the faculty as a whole throughout your career in the program. Prior to the full faculty review in May, you will meet with your anthropology department committee members in March or April to review your achievements in the past year and plan for the coming year. Your adviser will write a report based on your annual review form and meeting that will form the basis for the full faculty review. The instructions here apply both to students doing coursework and those who have become ABD. They do not apply to students who realistically expect to complete and defend their dissertations by the end of the following academic year.

Once the student body and the faculty are informed that the annual review is due, students are responsible for finding a meeting time with their full committee (not including the external member unless it is deemed necessary) to discuss their progress and plans for the coming year. You should submit a completed Annual Review Form to your committee members a week before you meet with them. After meeting with your committee, the Annual Review Form will be sent to the Graduate Committee in preparation for full-faculty review. You will be notified of the faculty’s evaluation in writing shortly after the end of the semester. Should the faculty determine that you need a longer period of study before taking the third-year set of examinations, you will be given the option of delaying third-year requirements for one year. In this case you will be expected to continue in the program as a full-time student and work closely with your adviser in preparation for your examinations the following year. Students given an extra year of preparation may lose priority for financial assistance through the department.

9. **The Second Summer**

The summer of your second year is ideally spent preparing for your preliminary written exams and writing grant proposals (one of which may be used as your dissertation prospectus). While some students require additional preliminary field research, and some students acquire summer funding that permits such field research, the faculty strongly recommends you spend the great majority of this summer in preparation for exams and grants. Experience has shown that students who do not do so tend to fall behind in the program.

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C. **THIRD YEAR**

The third year of graduate study completes your training in sociocultural anthropology through coursework and seminars and culminates in the preliminary written and oral exams. In this
year, you will also submit grant proposals to support your dissertation research. Ideally, by the summer of your third year, you will be ABD (All But Dissertation) and have received funding to enter the field at the beginning of your fourth year. Failure to become ABD by this deadline may be grounds for dismissal from the program. At the very least, you will receive a lower priority for financial support than those students making timely progress in their degree program.

Preliminary examinations should not be scheduled during the summer unless the members of the assigned committee can be assembled without substitution.

1. Coursework

In your third year, many of the same requirements and guidelines above for the first year still pertain (see above). In summary:

- Take at least one 8000-level course in anthropology and ensure you will meet the 24 credit requirement for the major (see below)
- Complete your plans for your minor or supporting field and ensure you will meet the 12 credit requirement for the minor (see below)
- In addition, you may consider taking the “Preparing Future Faculty” course offered by the university [http://www1.umn.edu/ohr/teachlearn/graduate/pff/courses/index.html](http://www1.umn.edu/ohr/teachlearn/graduate/pff/courses/index.html)
- Maintain your full-time student status (registering for 6-14 credits of coursework);
- Register for thesis credits with any credits remaining after you have registered for coursework
- Maintain a minimum 3.0 GPA. Students with a GPA less than 3.0 may be put on probation or dismissed from the program. A course earning a grade lower than B must be taken again to attain a 3.0

Additionally, third year students often take at least one independent readings/study course (ANTH 8992 or ANTH 8993) with their adviser or another member of their advisory committee to work on their exam bibliographies, prospectus, and research paper, in one combination or another.

At this point all your required courses should be complete. The course work listed on your Graduate Degree Plan (GDP) form should be completed by the end of your third year in the program. This means that by the end of your third year you should have taken at least 24 credits of graduate-level coursework in anthropology and 12 in a minor or supporting program, and that you have completed all specific course requirements in your program. It should be emphasized that "completing course requirements" does not mean that you will not continue to take courses throughout your graduate career; it refers only to the minimum course requirements for your degree (both Graduate School and departmental).

Since your third year of graduate study generally includes two major examinations (the preliminary written and oral exams) it is generally wise to limit the load of courses that you are
taking. Select your courses carefully in consultation with your adviser. *You must take at least one graduate (8000-level) topics course/seminar in anthropology per semester.*

2. **Funding and IRB**

A key element of your third year is the writing of grant proposals in collaboration with your peer writing group, your adviser, and your advisory committee. Ideally, you will have spent time during the summer of your second year preparing for the fall grant deadline cycle, beginning in August with the National Science Foundation deadline.

Grant writing should not be seen as ancillary to your studies. For a grant proposal to be successful, you must clearly articulate your research project and put it in the context of the relevant literature. It is therefore a productive intellectual exercise that will lay the groundwork for your prospectus and preliminary exams (see below).

Note that even if your preliminary research was approved by the IRB, you will have to submit a new application for your primary research. It is recommended that you do this as early as possible since, if you are successful in receiving research funds, your funding may be held up if you do not have IRB approval (see chapter 7).

3. **Peer Writing Groups**

In your third year, it is even more imperative that you be part of a regular writing group with your peers. Exchanging work with peers is a key part of your professionalization and developing critical writing and reading skills. All of your non-course related writing (your grant proposals, prospectus etc.) should be circulated among your peers before you submit them to your faculty advisers.

4. **The Dissertation Prospectus**

Your dissertation prospectus must be completed and accepted by your advisory committee before you can take the preliminary oral examination, which is a defense of the prospectus. In addition, your preliminary written exams (see below) must be completed and passed by your committee before you can defend the prospectus.

The prospectus is typically 15-20 double-spaced pages in length, and ideally follows the format of a grant proposal you have or intend to submit to fund your dissertation fieldwork. As such, the prospectus should emerge as an organic part of your writing process over the second and third years. Each faculty member will have different suggestions and ideas for the ideal form of the prospectus (and each granting agency has its own requirements), so you should consult with your committee, but it should include, minimally, an outline of your field, your research questions, a literature review, and a methodology/analysis section.

5. **Introduction to Preliminary Written Exam Bibliographies and Preliminary Oral Exam**
Preparation

The preliminary written and oral exams are often the most anxiety-provoking elements of graduate training and the elements where your experience will likely not match that of your peers because, while there are standard expectations and exam formats, the specificity of the research project, the student’s needs, and the perspective of the adviser and committee will vary widely. For example, some advisers may require that the bibliographies be annotated briefly to inform a reader of the content and orientation of each reading, others may simply want a list of references. In some cases, the committee may insist that a regional area be one of the three examining areas while other committees will not see this as significant for another student’s project. Moreover, because of the fact that most bibliographies are unique (as they are fine-tuned to the uniqueness of the student’s research interests and questions), there will be wide variation in bibliography content and size. Some projects that take on specialized subjects outside of anthropology with their own literatures (for example, in medical or technology fields) may require much longer reading lists, since the student must be familiar with a primary research literature as well as a critical literature. For this reason, you will likely receive different instruction and direction from your adviser and committee than your peers. This variation often causes anxiety among students, but it should not: it is integral to the process of defining your unique research area.

While it is difficult to give an absolute number, given the points above, conventionally most exam bibliographies have between 75 and 100 references on them (per bibliography), mostly monographs. Work with your adviser and committee to establish their particular requirements for your bibliographies.

Likewise, the production of the prospectus (emerging as part of the grant-writing process) will vary among students because of the format decided between the student and advisers, the grant deadline cycles, and the specificity of the project.

Overall, though, the key things to bear in mind are that you should be in frequent contact with your adviser and committee about these vital elements; that you should be working constantly to clarify the specific needs for your research project; and that peer writing groups are key to the development of your thinking as much as your interactions with your advisers.

6. The Preliminary Written Exams

In your second year, you should have begun to work on defining your exam areas and constructing initial bibliographies. In the third year, you must refine these areas and bibliographies that will form the basis for your three written examination areas. These may be a geographic area and two topical (theoretical/methodological) areas, three topical areas, some other combination of "areas" appropriate to your planned fieldwork and dissertation, or more broadly your career objectives. You should be in frequent discussion with your adviser and other advisory committee members, in defining these areas and assessing your bibliographies. You are encouraged to take a directed readings course with your committee members or other
faculty when preparing the bibliographies in order to focus your attention on this important process.

The bibliographies must be completed to the satisfaction of your committee as soon as possible in the fall semester of your third year, as they form the basis of the preliminary written exam you take spring semester of your third year.

The preliminary written examination, which is based on your three bibliographies, should be completed by the end of the second semester of your third year and no later than the fall semester of your fourth year in the graduate program. It is important that you clarify the content and structure of the examination—and any other expectations of the advisory committee—at least several months before you take the exam.

The purpose of the preliminary written examination is to test your ability to relate selected topics to broader issues in anthropology and to enable you to demonstrate substantive, methodological, and technical competence relevant to your dissertation topic and career plans. In writing your exam, you must demonstrate understanding of the theoretical and methodological issues embedded in your bibliographical selections, and an ability to coherently integrate these issues.

- **Examination Questions and Exam Format.** There are two steps to your preliminary written exam:

  The first step is the development of six questions (two per bibliography topics). These questions can be developed in consultation with your adviser and committee. The writing of these questions is an intellectual exercise, designed to get you to frame your reading in your three areas productively. The intent is to make this critical phase of your graduate program a collaborative, intellectual dialogue between your committee and yourself. Your six preliminary written exam questions should be agreed upon at least four weeks before the examination. *Your advisor and committee may change, edit, or combine your questions prior to the exam.*

  The second step is the preliminary examination itself. Your adviser, with the input of other members of your examining committee, will select and/or revise three of the six agreed upon exam questions and you will be asked to write answers to these three questions. Each of the three examination areas must be represented by at least one question.

  The preliminary written exam is a take-home exam that runs through 15 days. You will be given the questions at 8:00 A.M. on the first day (either in person or via email) and must return your typed answers to the office by 8:00 A.M. on the last day (again, either in person or via email; you should check with your committee as to their preference). The suggested length of the examination responses is 10-12 double-spaced pages.
• **Exam Evaluation.** Each of your three examination answers are read by all the members of your examining committee. Each reader assigns a grade of fail (non-passing), pass, or high-pass to the question(s) they read. After each question has been graded, the examining committee will collectively review the grading decisions of individual examining committee members (and where appropriate the answers themselves) and decide on the quality of the exam as a whole. If one or more questions receives a fail from the committee, you will be given one opportunity to re-write answers or to answer new exam questions. No remedial projects will be substituted for any part of the written exam. The written retake is expected to occur no later than the end of the following semester.

• **Exam Results.** Normally the committee is expected to inform you of the results of the exam within two weeks after the day you complete the last question. The results of the exam are reported on a preliminary written examination report form, which must be signed by your adviser and by the director of graduate studies. The form is then sent to the Graduate School. It is your responsibility to give a copy of the signed form to the office administrator to be placed in your department file before the form is returned to the Graduate School.

7. **The Preliminary Oral Examination**

You are expected to take the preliminary oral examination no later than the spring semester of your third year and after you have completed your preliminary written exam. The oral exam is a defense of the prospectus, which you began to outline and write in your second year and not of the written exam. Successful completion of the preliminary oral examination permits you to devote full time effort to the research and writing of your dissertation. Your preliminary written examination form must be on file at the Graduate School before you can schedule your preliminary oral examination.

• **Eligibility.** To be eligible to take the preliminary oral examination, you should be on track to complete the coursework on your Graduate Degree Plan (GDP) form by the end of the semester and have a signed preliminary written examination form on file in the Graduate School. You must also have active graduate student status, an approved Graduate Degree Plan (GDP) form on file in the Graduate School, and no Incompletes in courses on your Graduate Degree Plan (GDP) form.

• **Examining committee.** Your advisory committee serves as your prelim oral examining committee. All members of the committee must be at the oral; the absence of any member results in an invalid examination. Please note that the chair of the committee cannot be your adviser; you should ask one of the other anthropology faculty on your committee to take that role.

Changes in the composition of the committee before the exam is scheduled follow the normal procedures for changing the composition of your committee. On rare occasions
a substitution must be made at the last moment because of an emergency situation. In such cases, the adviser must consult with the Graduate School and get approval for the substitution before the examination can begin.

- **Scheduling the Preliminary Oral Examination.** It is your responsibility to schedule the preliminary oral with your examiners and with the Graduate School at least one week in advance. Once you have scheduled a time, make sure to reserve a room for the examination with the departmental administrator. Preliminary oral exams cannot be scheduled during the summer months unless the members of the examining (advisory) committee can be assembled without substitution. Following your request, the Graduate School will issue a preliminary oral examination report form and instructions for conducting the exam to the chair of your examining (advisory) committee contingent on the satisfaction of certain conditions. These conditions are:
  - A written examination report form on file in the Graduate School that indicates that you have passed the preliminary written examination
  - An approved Graduate Degree Plan (GDP) form on file
  - Confirmation that you have active student status

A copy of your Graduate Degree Plan (GDP) form will also be sent to the chair of the committee and to you to facilitate the review of your program during the examination.

- **Extensions.** If you are not prepared to take your exams by the end of your third year in the program, you must get approval from your examining committee for an extension with a specific date stipulated for completion of the exams. It is the responsibility of your adviser to inform the director of graduate studies of the committee's decision and to place a letter in your department file that records the committee's decision.

- **Taking the Preliminary Oral Examination.** The preliminary oral examination is conducted as a closed examination attended only by you and your examining (advisory) committee. The exam generally follows this five-step sequence:
  - The examining committee meets at the designated time and goes over the objectives and procedures of the exam. The candidate is asked to wait outside the room during these deliberations.
  - Once the exam begins, the candidate is expected to give a 15 to 20 minute overview of the dissertation prospectus, reviewing the main points of the prospectus and clarifying any uncertainties that might remain. Many students use a PowerPoint or other structured media-based presentation that ensures that they communicate clearly what they intend to within the 15 to 20 minute period. Your goal is to convince the committee that you understand what you are going to do and are capable of carrying out that plan. The committee may question you about the responses given in the written exam as well as about other aspects of your areas of specialization.
After the presentation, the chair invites the committee to ask critical questions about the candidate’s proposal and presentation. In addition, the committee may ask questions about the written exams as well as about other aspects of the candidate’s areas of specialization. It is recommended that candidates take extensive notes during the questions, answers, and discussion that ensues. Audio recording the exam, with the committee’s permission, is a useful way of capturing the critical insights, questions, and critiques that emerge during the exam. This part of the exam may last up to 1.5 hours.

Immediately after the exam, the candidate is excused from the room and a written secret ballot is taken before committee members discuss the exam. Following the discussion, a second and final vote is taken, and the committee members sign in the appropriate place on the report form. There are three possible votes: fail, pass, and pass with reservations (see below).

After the committee has made its final vote, the candidate is called back into the room, informed of the results, and of any further necessary steps (in the event of a fail or pass with reservations grade, see below).

The signed report form must be returned to the Graduate School no later than the first workday after the exam by the student.

- Preliminary Oral Examination Outcomes. The outcome of the examination, with all committee members present and voting, is recorded in one of three ways:

  - Pass. The voting proportions necessary for a pass decision is as follows: if the committee consists of four members, a favorable verdict for passing consists of either a unanimous vote or a vote of 3-1; if the committee consists of five members, a unanimous vote or a vote of 4-1 is needed. Candidates whose committee does not vote in these proportions fail the examination. If, to achieve the minimum number of votes to reach a verdict of pass, any vote of pass with reservations is included, then the outcome will be recorded as pass with reservations. This still constitutes a passing vote.

  - Pass with reservations. Should the Committee vote for a pass with reservations, the candidate will be notified within one week in writing of what the reservations are and of the steps they must take to remove them. A copy of this letter must be sent to the Graduate School and should accompany the signed oral examination form. When the candidate has satisfied the Committee’s requirements, a second letter will be written that informs the candidate and the Graduate School that the reservations have been removed and that the candidate can proceed toward the degree. Both letters should be written by the chair of the committee. The final oral examination (the defense of the
dissertation) cannot be scheduled until the Graduate School has received a copy of this second letter. Should committee members disagree about whether you have satisfied the reservations, the committee chair will ask for another vote using the same voting proportions as in the original exam. If the candidate is not able to satisfy the committee's reservations, their doctoral candidacy and graduate student status may be terminated.

- **Fail.** If the Committee votes to fail the candidate, candidacy for the degree will normally be terminated. Where there are extenuating circumstances, Committee members must unanimously recommend that the candidate be allowed to retake the exam. Should the candidate be allowed to retake the exam, it must be conducted by the original preliminary oral examination committee, not held before 10 weeks have passed, and take place no later than the end of the following semester. Only one reexamination is allowed. The advisory committee may not substitute alternative options in lieu of a retake of the oral exam.

- **Recess.** In rare cases, the examining committee may call for a recess of the examination without making a determination if the student has passed or failed. In these cases, the committee chair must send a letter to the dean of the Graduate School that provides a rationale for the examination recess and indicates the date on which the examining committee and the student will reconvene. If the interval is greater than one week, the committee chair must return the Preliminary Oral Examination Report form to the Graduate School and a new examination date is set. The new form will be mailed to the committee chair one week before the scheduled meeting.

- **Time Limits for the Completion of the Preliminary Written and Oral Examinations.** Preliminary written and oral exams are expected to be completed by the end of the spring semester of the third year in the program. Should there be a compelling reason to delay the exams to the fourth year, they must be successfully completed by the end of the fall semester of the fourth year. Failure to do so may mean termination from the graduate program.

- **Nomination to PhD candidacy:** After a passing grade (either "pass" or "pass with reservations") by the examining committee, the candidate is classified as a "doctoral candidate" (sometimes referred to as “ABD” or “All But Dissertation”) and has all of the benefits in registration of that classification.

8. **Annual Review**

Follow the same procedure for the annual review above in the section on the second year.

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**D. AFTER YOU BECOME A DOCTORAL CANDIDATE (ABD)**
After you become a doctoral candidate, you will be carrying out fieldwork, writing your dissertation, positioning yourself for an eventual job, and, at the end, defending your dissertation. Since you may be away from campus for extended periods during these years, it is important to stay in touch, especially if you intend to apply for financial support, with your adviser. Although your graduate program is structured to bring you to “all but dissertation” status in three to four years, the length of the dissertation research and writing period will vary widely among students. It is very much to your benefit to keep this period as short as possible.

1. **Thesis Credits and Registration**

If you have not completed your 24 thesis credits, you should do so during any semester you are TAing or have an RA or graduate teaching position. If you do not complete your thesis credits during the funded period, you will be responsible for paying those costs.

After you have completed your thesis credits, you should maintain registration in the Graduate School each semester by registering for ANTH 8444 which will give you full-time student status. Besides doctoral candidacy, the main requirement for enrollment in ANTH 8444 is that you are working full time on your doctoral research and dissertation writing. Doctoral candidates must maintain full-time status to receive a graduate assistantship and many fellowships.

2. **Fieldwork and Dissertation Writing**

Assuming you have received funding for your field research, you should leave for the field as soon as is practicable after the successful defense of your prospectus. Most sociocultural graduate students conduct 1-2 years of field research. When you have finished your research, you must write your dissertation. Returning to Minnesota is recommended so that you can take advantage of peers and faculty for reviewing and critiquing your chapters as you write them. In addition, you may take advantage of any remaining funding you are owed by TAing during your writing year(s). If you choose not to return to Minnesota to write up your dissertation, it is strongly recommended that you maintain close contact with your adviser and advisory committee.

3. **Annual Review**

Continue to follow the same procedure for the annual review above in the section on the second year. You no longer need to complete the annual review process if your adviser can attest that you are likely to defend your dissertation within the following academic year.

4. **Thesis Proposal Form and Dissertation Defense**

Chapter 8 covers the dissertation defense in detail. Please note that in order to defend, you must file a thesis proposal form with the Graduate School no later than the first semester after
passing the preliminary oral examination. The form must include the proposed thesis title and a thesis proposal, about 250 words in length, describing the research to be undertaken and the methods to be employed in carrying it out. The form can be downloaded from [http://www.grad.umn.edu/students/forms/doctoral/index.html](http://www.grad.umn.edu/students/forms/doctoral/index.html)

Upon approval of the thesis proposal form by the Graduate School, a reviewer’s report form will be issued for your dissertation defense (see Chapter 8).

Changes in the wording of the thesis title may be made without special approval, but changes cannot be made after the final thesis copy is submitted to the Graduate School. If substantive changes are made in the nature of the thesis research itself, the student must submit a revised thesis proposal to the Graduate School immediately.

After the dissertation is approved by the Graduate School, the department requires all students to submit a copy of their completed dissertation to the department office for permanent storage in the office.

### 5. Time limits and extensions

According to Graduate School regulations, you have up to eight (8) years from the time of enrollment to complete and successfully defend your dissertation. A 24-month extension beyond this deadline is normally granted where there are extenuating circumstances; further extensions are rare. However, it is increasingly common, given the pressures of the job market and the limited funds for graduate study, for students to complete dissertations in eighteen to thirty-six months.

### 6. Going on the Market

Graduate students usually concentrate their energies on their prelims and eventually on completing their dissertation fieldwork and write up. An equal concern should be positioning yourself for a job. The process should start early in your graduate career with applications for external fellowships and engagement in regional and national/international conferences. It is particularly important when writing your dissertation: (1) to prepare articles for publication along the way, if possible; (2) to participate in and even organize (or co-organize) conference panels at annual national meetings; and (3) to network assiduously with external scholars in your area of scholarly interest. During the early to middle stages of your doctoral candidacy, you should map out a strategy for acquiring a job with your adviser and perhaps other members of your advisory committee.

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**E. FURTHER RESOURCES**

After reading this chapter, if you still have questions about the doctoral degree, including information on examinations and the thesis, you can review online information at
http://www.grad.umn.edu/students/doctoral/index.html or contact the Graduate School by email.

Some commonly used forms are available on the Graduate School web site at http://www.grad.umn.edu/students/forms/doctoral/index.html

Students who entered the graduate program before the procedures, practices, and expectations outlined in this chapter were adopted (Fall 2014) have the option of following the program described in the Graduate School Catalog at the time of their admittance. Visit http://www.catalogs.umn.edu/archive/index.html for access to the catalogs. Also discuss your options with your adviser and the director of graduate studies.