Carleton University
Graduate Guidelines for Anthropology
(Ph.D. Program)

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(Based on the 2025/26 Graduate Calendar. This Guide is available online at
https://carleton.ca/socanth/student-life/undergraduate/resources-forms/)

GENERAL INTRODUCTION

The Department of Sociology and Anthropology at Carleton University offers four distinct graduate programs: a Master's program in Anthropology, a Master's program in Sociology, a Ph.D. program in Anthropology, and a Ph.D. program in Sociology. Each of these programs has certain distinguishing features. This Guide focuses on information required for students who have applied, been admitted, or are about to apply, to the Ph.D. program in Anthropology.

In addition to pursuing the general Ph.D. program in Anthropology, where relevant to the student's area of interest, a student may apply to complete the Ph.D. in Anthropology with a Specialization in African Studies or Political Economy (see section 1.1, below).

The dates and program requirements listed in this Guide were accurate at the time it was last revised (2025/26 Graduate Calendar). This Guide is not a substitute for the current Calendar. It is the student's responsibility to ensure dates and regulations are accurate. The Graduate Calendar is available online at https://calendar.carleton.ca/grad/gradprograms/anthropology/.

1.0 DOCTORAL PROGRAM IN ANTHROPOLOGY

1.1 Admission Requirements and Process

The normal requirement for admission to the Ph.D. program is a master's degree (or the equivalent) in anthropology, normally with a minimum average of A-, and with no grade below B. Applicants whose academic preparation has deficiencies in certain areas may be admitted to the Ph.D. program, but will normally be required to complete additional course work.

The deadline for applications to the Ph.D. program (to begin in the Fall term) is February 1 for applicants requesting financial assistance or for applicants applying from outside of Canada; domestic applications will continue to be considered beyond this date (space permitting). However, we advise to apply by the deadline of February 1st to be considered in the first round of offers.

Upon acceptance into the program, we offer full-time, domestic students (Canadian citizens and permanent residents) substantial financial assistance in the form of teaching and/or research assistantships and scholarships based on academic excellence. Ph.D. students typically receive both scholarship money and a paid teaching assistant (T.A.) position for four years. As a unique benefit of our anthropology Ph.D. program, this teaching assistant-level funding is converted to 'Other Duties' funding for up to three terms during fieldwork (essentially, the equivalent of a scholarship). This ensures that students have an adequate income even when they are conducting research away from the university (see section 1.9, below). Applicants are also encouraged to apply for additional funding from the Ontario Graduate Scholarship (OGS), and either the Social Sciences and Humanities Research Council (SSHRC) or, for research projects on health-related topics, the Canadian Institutes of Health Research (CIHR). More information on funding opportunities can be found in part 2.0 of this document.

For more information on the application process, or to submit an application, please see: https://carleton.ca/socanth/anthropology-program/anthropology-graduate-program/

Specialization in Political Economy: Students may also choose to apply to complete a Ph.D. in anthropology, with a formal specialization in Political Economy. For more information, please see: http://graduate.carleton.ca/programs/political-economy-collaborative-phd/

Specialization in African Studies: Students may also choose to apply to complete a Ph.D. in anthropology, with a formal specialization in African Studies. For more information, please see: https://carleton.ca/africanstudies/graduate-studies/#sect2:~:text=of%20archival%20materials-,PhD%20Program,-The%20Collaborative%20PhD

Fast-Tracking from the M.A. Program in Anthropology: Our program contains a provision that allows for fast-tracking of exceptional students from the M.A. in anthropology at Carleton into the Ph.D. program. By this, we mean assessing a student at the end of their first academic year of the M.A., once their M.A. coursework is completed, to determine if their next step should be to do the first year of our Ph.D. program. A fast-tracked student is admitted to Year One of the Ph.D. program having completed 3.0 credits of M.A. coursework, but is exempted from the requirement to complete the M.A. thesis. The student does not receive an M.A. degree. Once in the Ph.D. program, the student's timeline, funding package, course work, and other requirements resemble that of other students in the first year of the Ph.D. program. Please note that fast-tracking is only considered in exceptional circumstances, and where it is deemed that the student will not benefit substantially from doing an M.A. thesis. For example, a student who already has a master's degree in a related field, but lacks anthropology background, might enter the M.A. program, complete the coursework to gain the necessary background, then be fast-tracked into the Ph.D. program. Similarly, a student who enters the M.A. program with substantial social science research background through having completed other degrees, working in research-related careers relevant to anthropology, and/or who has a history of relevant publication(s) might qualify for fast-

tracking. Readiness to enter the Ph.D. program and develop a Ph.D.-level research proposal is a prerequisite to fast-tracking. A student who wishes to apply to fast-track should do so by May 1 of their first year in the M.A. program. Please consult the Graduate Administrator for more information.

1.2 Program Structure

Our doctoral program focuses on 'engaged anthropology,' which emphasizes methodological, social and practical engagement with the world. Our unique program encourages students to move efficiently to the fieldwork stage and provides strong support for the thesis-writing process.

The ideal completion time for the anthropology Ph.D. program is four years, although some students require five years, depending on the nature of their research.

The Ph.D. requirements include 10.0 credits in total, consisting of the following: the doctoral seminar (ANTH 6000, 1.0 credit), the research design course (ANTH 6002, 0.5 credit), three additional elective courses (1.5 credits), and the doctoral thesis (7.0 credits). As indicated above, students who have been admitted needing to enhance their anthropology background may be required to do up to 2.0 extra course credits to complete their program (i.e., for a maximum of 12.0 credits). Students can choose elective courses from the Department of Sociology and Anthropology course offerings at the 5000 or 6000 level, and may also take up to 1.0 credit of graduate level courses from another Department at Carleton subject to the approval of either the student's Temporary Advisor or Supervisor.

In addition to the above, Ph.D. students will complete the following program requirements before beginning thesis research:

1. A research preparation portfolio
2. Carleton University Research Ethics Board (CUREB) protocol clearance to undertake research with human participants (if applicable)
3. A thesis research proposal
4. A combined oral defence for the research proposal and portfolio

Following the completion of research, during the thesis writing phase of their program, students will participate in at least two (2) terms of the Thesis Writing Seminar (ANTH 6100).

1.3 The Temporary Advisor

Students are assigned a Temporary Advisor when admitted. The Temporary Advisor can provide information about the Department and its programs, and advice in selecting courses. The Temporary Advisor will also be able to identify potential faculty members

to complete the Advisory Committee. We strongly recommend that you contact your Temporary Advisor, in person or by email, to seek advice before choosing and registering in courses. You can reach out to your Temporary Adviser when you have questions about the program, coursework and selecting your Supervisor. If this is not possible, you should consult the Anthropology Graduate Coordinator for advice. Your Temporary Advisor must sign your Course Approval Form by the second week of classes.

Beyond an initial discussion, students are not tied to the Temporary Advisor assigned to them, nor do students have any ongoing obligation to them; that is, this person may or may not become the permanent Supervisor. The permanent Supervisor is selected by mutual agreement between the student and that faculty member, once the student has entered the program and has refined or finalized the proposed thesis topic. The importance of the supervisor-supervisee relationship cannot be over-emphasized, as it is a long-term commitment. It is recommended that the student approach a faculty member to discuss if this person would be willing to become the permanent Supervisor, ideally no later than in the early part of the second term in the program. We try to choose Temporary Advisors for students according to their areas of interest, so in many cases the Temporary Advisor becomes the permanent Supervisor, but this is not necessarily the case.

1.4 Course Work and the First Academic Year

The first year of the program is dedicated to course work and forming an Advisory Committee, as well as planning for doctoral research and working on the thesis research proposal, the portfolio, and ethics clearance.

Students normally take 6 courses (3.0 credits) total over the Fall and Winter terms. The doctoral seminar (ANTH 6000; 1.0 credit) runs through both terms and is equivalent to two 0.5 credit courses. The research design course (ANTH 6002; 0.5 credit) is usually divided into meetings in both terms as well. This is because the course is designed to support student preparation of both external funding applications in the Fall term, and research proposals in the Winter term. The other 1.5 credits of elective courses can be divided as the student sees fit between the Fall and Winter terms.

There are a number of strategies for identifying courses to take. Some students attend several different courses during the first two weeks of the term to explore which courses will best meet their needs. Another strategy is to meet with the faculty members teaching the courses tentatively identified, and discuss their courses with them, or to request a copy of their course syllabus. In certain circumstances, and in consultation with the anticipated Supervisor, a Ph.D. student may choose to take a tutorial (independent study) with the Supervisor in the student's area of research interest. Students may also select graduate level courses (up to 1.0 credits) from outside the Department; these must be relevant to the student's research interests and be approved by the Supervisor or Temporary Advisor.

Beyond completing course work, the first academic year is also the time to begin preliminary work that will lead to the development of the Portfolio and Research Proposal. This includes: 1) selecting an Advisory Committee, including a Supervisor and two Advisory Committee members; 2) discussing plan for Year One with the Temporary Advisor/Supervisor, including identifying one's area of strengths and weaknesses and learning objectives; and 3) meeting with the Supervisor and ideally the Advisory Committee in order to fill out the Portfolio Proposal form (see on our website), which constitute a plan of action for preparing the Portfolio, Research Proposal, and their defence.

1.5 Selecting a Supervisor and Advisory Committee

Ideally, by the beginning of the second term in the program, a student should select a faculty member to be the Supervisor, and begin thinking about which two other faculty members will make up the remainder of the Advisory Committee. Research interests and publications of the faculty are listed on their web pages, accessible from the Departmental website under 'People.' You should also attend the various Departmental functions held at the beginning of the academic year, especially those designed for new students. These functions provide an opportunity to meet various faculty members in an informal setting and talk to them about the Department, their own research, and the courses they teach.

You should arrange a meeting with potential Advisory Committee Members to discuss your plans, explore their interest in your work, and gauge your compatibility with them. It is your responsibility to contact Faculty members and ask them whether they are interested in working with you. You should note that there are certain limitations on what categories of professors, instructors, and adjunct faculty can serve as Supervisors or Committee Members. This information is listed on the Department website (https://carleton.ca/socanth/our-people/anthropology-faculty/#supervise). For example, a pre-tenure faculty member can only serve as a Co-Supervisor; if the professor whom you would like to choose as a Supervisor is a junior faculty member who does not yet have tenure, you will have to choose an additional Co-Supervisor, in addition to two more Advisory Committee Members. If there is any doubt about the eligibility of particular faculty members, see the Graduate Administrator for clarification. One Advisory Committee Member can be chosen from outside the Department of Sociology and Anthropology, subject to the regulations above.

Once you have made your decision, you should ask the faculty member if they are willing to be your Supervisor. If they agree, you should spend some time discussing the expectations they have of you and what you, in return, can expect from them. Be clear about expectations from the outset, including in terms of regularity of meetings, kind of supervision, ways to communicate, etc. This will help you avoid difficulties later. The relationship you have with your Supervisor should be cordial and conducive to completing your work. Your Supervisor will play a major role in helping you through the program. Graduate Studies provides clear guidelines about responsibilities and expectations of supervisors and graduate students, you can see here:

Once you have secured a Supervisor and Advisory Committee, you are required to record these decisions with the Department by filling out the appropriate committee form. If the committee you have constructed is not working well for you, a discussion about your committee with the Graduate Coordinator might be worthwhile in order to consider your options and get some advice as to how to proceed. You can change your Advisory Committee or Supervisor at any time. However, such a decision should be made with care and in consultation with the Graduate Coordinator and your Supervisor. A form has to be signed, by all relevant parties, indicating the change(s) made. Before you arrange for the signing of this form by the required people, it is considered a matter of common courtesy for you to discuss the changes you are planning with the faculty member you might want to replace. The bureaucratic procedure required when you change the membership of your committee is:

1. talk to the faculty member you are asking to leave your committee and have her/him sign your committee form;
2. talk to the faculty member you are asking to join your committee and have her/him sign your committee form (this is, naturally, under the assumption that this person is indeed willing to join your committee);
3. take the form, duly signed by both persons, to the Graduate Administrator to give to the Graduate Coordinator. She or he will sign your form as well and ensure that a copy of the form is placed in your student file.

1.6 The Portfolio

**The general information in this section is complemented by a separate, more detailed document, which includes the Portfolio Guidelines and required Portfolio Forms.

The Portfolio is the functional equivalent of comprehensive examinations found in many other Ph.D. programs. The advantage of the Portfolio approach over the comprehensive exam approach is that it allows students to focus their Ph.D. thesis research preparations directly on addressing their particular weaknesses and learning objectives related to the theoretical, topical, ethnographic, and methodological knowledge required to conduct research and write the thesis. Because of this carefully targeted focus from the outset, the Portfolio approach allows students to move efficiently from the course work to the research/fieldwork stage of their degree, and to progress through the program in a timely manner.

The Portfolio is the final product of an ongoing compilation of materials that the student has prepared, which demonstrate that they have the competency and background preparation necessary to conduct their particular thesis research. It includes some specific components required of all students: e.g., up-to-date c.v., transcripts, ethics application and clearance letter; materials prepared outside of the portfolio requirements, such as

relevant term papers from completed graduate courses; and, lastly, student-specific materials that the Supervisor (ideally with the Advisory Committee) and the student have jointly agreed are necessary as preparation for thesis research (e.g., annotated bibliographies on particular topical or theoretical literatures). The components that the Portfolio contains are, therefore, student-specific and agreed upon by the Advisory Committee and student, while following a common format found in the [Portfolio Guidelines](#).

During the first term of their doctoral studies, students will meet with their supervisor to discuss their learning objectives in the doctoral program. They will assess areas of strength and weakness as they relate to their research project. Students will be invited to reflect on their prior research work and other relevant experiences, on what they have learned prior to their PhD, on what they hope to accomplish and learn during their doctoral studies, as well as on where they would like to be in terms of their learning goals at the end of their doctoral program. They will also develop a learning plan for the rest of year one. These discussions should be integrated as part of the portfolio materials 8 in the form of reflections and notes. Subsequently, following a meeting with the Supervisor and ideally the other Advisory Committee Members (and typically at the end of Year One), the student will collaboratively determine the various components to be included in the student's Portfolio and complete the [Portfolio Proposal form](#).

Compiling the Portfolio according to the plan laid out on the Portfolio Proposal form can take place simultaneously with writing the formal Research Proposal, as well as submitting an application to the Research Ethics Board (for research involving human participants). Once both the Portfolio and Proposal are completed and reviewed by the entire Advisory Committee, and any initial revisions made, the student will proceed to the Research Proposal and Portfolio Defence (see below).

1.7 The Research Proposal

Students are required to submit a thesis Research Proposal in addition to their Portfolio. The Proposal is typically 35 to 50 pages in length, excluding bibliography and appendices (e.g., timeline, chapter outline, and sample interview questions).

The expected components of a thesis Research Proposal should be discussed with your Advisory Committee, as it is your Advisory Committee that will approve the proposal. The proposal might include the following components, but you should keep in mind that proposals vary from student to student depending on their project:

Section	Components
Introduction	overview of the issue, what this research aims to do, research question(s)
Background to the research	review of relevant ethnographic and theoretical literatures

Project description	research objectives; scope; research site; contacts established; relationship to past work/experience
Methodology	description of methods to be used; specifics of methods, samples, etc.; approach to data analysis
Significance of the research	contribution to the field and society
Timeline	anticipated research, analysis, and writing activities, by month; anticipated completion and defence dates
Chapter outline	anticipated chapter titles, subtitles, and/or themes
Bibliography	a bibliography that includes both sources cited in the proposal, and other sources relevant to the project
Sample interview questions (if applicable)	if employing interviewing as a method, a list of themes and sample interview questions you will ask study participants

You should consistently use a standard style for references and citation of sources in both the thesis proposal and the final thesis. Acceptable style guides generally include those found in anthropological journals (e.g., *American Anthropologist*, see https://americananthro.org/publications/publishing-style-guide/), or any of the major style guides found on the Carleton library website—for example, APA or Chicago (see http://www.library.carleton.ca/help/citing-your-sources). For certain types of projects (e.g., archival research), other style guides may also be acceptable. You should consult your Supervisor to ensure that the style guide you are using is appropriate.

Clearance from the Carleton University Research Ethics Board (CUREB) is required for all research involving human participants. Information on the research ethics application and approval process, and application forms, are found here: https://carleton.ca/researchethics/. Supervisors must approve and sign off on the research ethics application before it is submitted for CUREB's review. In addition, some fieldwork locations and/or topics require that students secure research visas (foreign countries) or site-specific ethics clearance (e.g., research with various Indigenous communities, schoolboards, hospitals, etc.). The final approval from the ethics review process may take some time, so it is important to begin this process well before the planned start of field research.

1.8 The Portfolio and Proposal Defence

Before proceeding to defence, the student must submit the entire Portfolio and Research Proposal to the Supervisor and all Advisory Committee Members, who are entitled to comment and request revisions. (Note: Committee members may choose to receive the

Portfolio and Proposal in either hard copy or digital format). Typically, students will work more closely with their Supervisor first to develop a solid draft of their Research Proposal, and then share with the Advisory Committee until it is judged ready for defence. The Supervisor will contact the Graduate Administrator to book a time and room for the defence.

The Portfolio and Proposal Defence takes 2 to 2.5 hours, and is chaired by the student's Supervisor with only the student and Advisory Committee present. The student begins by giving a 15 minute oral presentation of the Research Proposal. This is followed by a round of questioning in which each committee member asks questions in turn. Following a brief break, the meeting reconvenes to discuss the Portfolio: the student explains the Portfolio contents and rationale, which is followed again by questions from the Advisory Committee. Often, this discussion merges into a conversation about the initial plans for carrying out the field research and any concerns about the overall research process. Once this discussion is complete, the student leaves the room, and the Advisory Committee discusses the need for any post-defence revisions. The Committee then completes the Portfolio and Proposal approval forms (provided by the Graduate Administrator). The student returns to the meeting and is informed of the outcome, including any need for revisions. The student must submit to the Graduate Administrator a copy of the final Portfolio and Proposal (usually in a digital format, such as on CD) to be included in the student's Departmental file along with the completed approval forms.

At this point, the student is approved to begin research for the thesis, carries the status "A.B.D." (i.e., "all but the dissertation"), and the title "Ph.D. candidate."

1.9 Research, and Opting Out of T.A. Duties During Research

Field research for the Ph.D. thesis may be locally-based, done elsewhere in Canada, or outside the country. The expected timeline for fieldwork is between 12 to 16 months. Before leaving for research that is outside of Ottawa, students must complete the Fieldwork Contact Form that is included with the Portfolio Guidelines. Students should also consult the Government of Canada travel advisory website for research outside the country prior to departure for information (http://travel.gc.ca/travelling/advisories), as well as country-specific sites for visa information, inoculation requirements, public health restrictions if applicable (e.g. Covid-19) and local travel advice. It is important to plan ahead, as some countries require that a research proposal be sent to them before approving a visa application, and this approval process can take several weeks or months.

Throughout the period of field research, students are expected to stay in regular contact with their Supervisors and, if travelling to an area where safety concerns may be an issue, have a plan for agreed-upon scheduled check-ins by email, phone, or videoconferencing.

Anthropological research plans are frequently subject to change based on field conditions and discoveries that emerge during fieldwork. If you substantially alter your research plans after the approval of your Research Proposal, you must consult your Supervisor to

discuss the necessary changes. Depending upon the nature of the changes, you may also be required to submit revised information to the Carleton University Research Ethics Board for additional approval.

Conversion from TA Duties to Field Research Duties: A unique benefit of our doctoral program in anthropology is the possibility to apply to take a paid leave from TA duties for up to three terms during fieldwork for domestic students (who have received a TA-ship as part of their funding package). We have made special arrangements with the Graduate Studies for this provision, in recognition of the fact that anthropology Ph.D. students often travel abroad for research, and therefore are not in a position to continue with TA duties during this time, yet still need the allocated funding. This option is available equally to all anthropology Ph.D. domestic students who have passed their Portfolio and Proposal defence, even if the research is to be conducted locally. Regular TA pay is provided during these three terms, but the student is not expected to do any teaching assistant work (in essence, it becomes the functional equivalent of scholarship money, although it is formally referred to as 'Other Duties' in lieu of TA duties). You must inform the Graduate Administrator well in advance of your intention to take this option. Since TA planning is done in the summer before each academic year, you should provide the Department with this information informally no later than July 15, if you intend to take up the option beginning in the upcoming Fall term or Winter term. Once your Portfolio and Proposal defence is in the process of being booked, you should confirm the date at which you plan to begin field research and fill out the required 'Other Duties' application form. You must also accept your 'Other Duties' assignment in the online TA Management System (just as you do for other TA assignments). You can only begin 'Other Duties' at the beginning of a Fall or Winter term. You must defend your Portfolio and Proposal before beginning 'Other Duties,' or at least have a concrete plan to defend at the beginning of the term when 'Other Duties' will commence; in the latter case, your Supervisor will be asked to confirm the anticipated defence date with the Graduate Coordinator before your request to opt out of TA duties can be approved.

1.10 Writing the Thesis and the Ph.D. Thesis Writing Seminar

Writing a Ph.D. thesis is a large undertaking, which begins with data analysis and writing, and requires multiple rounds of revisions in consultation with the student's Advisory Committee. When the thesis is completed and approved by all Committee members, the formal oral defence of the thesis is arranged. Specific information about thesis requirements, formatting, as well as other information about the thesis submission process is available from Graduate Studies: http://gradstudents.carleton.ca/thesis-requirements/.

The writing of the thesis usually takes a minimum of one year, and in many cases 18 to 24 months, or sometimes longer. While writing the thesis, students may also be doing some of the following: working as a TA, RA, or contract instructor; writing one or more articles for publication based on the thesis; attending conferences and giving conference papers; preparing for the job market and submitting job applications; and interviewing for academic or non-academic jobs or postdoctoral research grants.

The beginning of the writing process is a good time for students to update their curriculum vitae (c.v.). In addition to completing the thesis during the writing-up phase, students should consider what other accomplishments will be important for enhancing their career profile and c.v. in preparation for job applications. In particular, Ph.D. students who are interested in academic jobs as professors will want to ensure that they have both teaching experience (e.g., teaching at least one course as the primary instructor), and evidence of scholarly output, such as conference papers and published academic articles or book chapters. Ensuring these things occur in a timely manner requires advanced planning, especially given the extended timelines required for publishing. Those interested in non-academic career should also plan for various outputs to build throughout their degrees. Carleton offers workshops and events relating to graduate professional development, you can consult the Graduate and Postdoc Professional Development website here for more information: https://carleton.ca/gradpd/

The Thesis Writing Seminar (ANTH 6100): The anthropology Ph.D. thesis writing seminar is a required, zero-credit seminar that students enroll in when they begin the thesis writing process. The purpose of the seminar is primarily to circulate and review students' thesis chapters, as well as to keep them connected to peers and Advisory Committees, and aid in professional development and preparation for post-doctoral jobs and opportunities. The seminar meets every second week during the academic year, and students may begin taking it in either September or January. There is some provision for completing this requirement long-distance (e.g., by videoconferencing) for students who live outside of Ottawa during their thesis-writing period. Students should contact the instructor of this course in the summer before they plan to register. Students are permitted to continue registering for as many terms as needed to complete and defend the thesis, with a minimum of two required terms of registration and satisfactory participation. Each student is expected to present a minimum of one chapter to the seminar group per term.

In addition to reviewing students' thesis chapters, the thesis writing seminar serves as a forum for discussions pertaining to professional development, such as how to prepare for the academic and non-academic job market, or write postdoc applications. The thesis writing seminar is a unique component of our Ph.D. program that ensures that Ph.D. candidates receive support and remain connected with others during the writing-up process.

1.11 The Oral Examination

Please see also Graduate Studies guidelines, found at: https://gradstudents.carleton.ca/resources-page/thesis-requirements/formatting-guidelines/

Preparing for a Ph.D. defence requires a series of procedures well in advance of the oral examination itself. The thesis must be approved for defence by the entire Advisory Committee and the approved electronic copy submitted online at least six weeks before the defence date. Adequate time is also needed for the following: for the Supervisor to

identify and secure both an Internal and an External Examiner; to appoint a defence Chair; for all parties to identify a suitable date for the oral examination; and for administrative staff to book an examination room.

Students must ensure that they are aware of all deadlines that affect when they must have their final, approved pre-defence thesis uploaded to Carleton Central, when they must defend by, and when revisions need to be completed, in order to avoid paying fees for a subsequent term and to graduate in either June or November. The Supervisor should notify the Graduate Administrator of the preferred date(s), who will notify the Internal and External examiners, create the defence documents online, and confirm the examination date and time. Once the defence copy of the thesis is uploaded by the student into Carleton Central, and approved by the Supervisor and the Chair of the Department, and the defence date and time is confirmed, the defence notice is filed with Graduate Studies. This process must be completed four weeks prior to the defence date.

A Ph.D. thesis defence is normally two and half to three hours in length. The Examination Board consists of: the student's Supervisor (or co-Supervisors), the other Advisory Committee Members, an Internal Examiner from outside the Department who is familiar with the thesis topic, an External Examiner who is an expert from another university, and a Chair from another department at Carleton who is assigned by Graduate Studies. Appropriate Internal and External Examiners are identified by the student's Supervisor in consultation with the Graduate Coordinator and Graduate Studies, but students are encouraged to discuss possible candidates with their Supervisor in advance of this decision. Carleton regulations stipulate that Examiners must be at 'arm's length' from both the student and the Supervisor/Advisory Committee members.

Candidates are allowed to invite others to observe the oral examination (for in-person defence only), such as fellow students, friends, spouses, and parents. At the beginning of the defence, the candidate and guests will be asked to leave the room while procedures are discussed by the examining board, and the External Examiner presents their report on the thesis. The Ph.D. candidate and observers are invited back into the examination room and procedures for the examination are explained by the Chair of the defence. The candidate is invited to deliver a presentation on the thesis and research (usually about 20 minutes). This is followed by two rounds of Examiners' questions— the first is a formal one-on-one question and answer round, beginning with the External Examiner, then the Internal Examiner, followed by questions from the Advisory Committee members and Supervisor(s). The second round is more of a group discussion, but loosely following the same Examiner order. When all questions have been asked and the discussed has ended, the Chair will ask the candidate and guests to leave the room, while the Examination Board deliberates.

The Examination Board may recommend that a given thesis be "accepted as submitted." That decision may still require minor corrections or adjustments to the text. A second potential outcome is that the thesis is "accepted with minor revisions." Such minor modifications generally involve adding one or more short sections to the text, e.g., by inserting a paragraph at a point where the examining board thought that the text needed

clarification. The Supervisor is responsible for certifying that such revisions have been completed; no further examination is needed, nor do other members of the Examination Board need to be consulted. A more demanding recommendation is "accepted with major revisions," which may require reading additional sources to include in the thesis, rewriting or inserting an entire chapter (or more), or re-analyzing the data. Such extensive changes require that a subset of the members of the Examination Board approve them, which is discussed and agreed upon during the Board's defence deliberations. The Chair of the examination will record the minor or major revisions required in written form, and convey this to the candidate and Examination Board members.

In addition to the assessment of the thesis, the Examination Board evaluates the oral defence as "Satisfactory" or "Unsatisfactory." It also evaluates the thesis itself as "Satisfactory," or "Unsatisfactory." In exceptional cases, a Ph.D. thesis is also recommended for a university medal.

Since post-defence revisions are often required, students should allow time, when planning for the oral examination, to make revisions before the final deadline for upload of the thesis to Carleton Central in time for graduation, and to avoid further fee payments for the subsequent term (see the Graduate Calendar for these deadlines).

2.0 FUNDING AND OTHER RESOURCES AVAILABLE TO STUDENTS

A variety of resources are available to graduate students in the Department. Students awarded a Teaching Assistantship will normally be assigned office space in which to work and hold office hours with their students. Library privileges and access to computer facilities are two other important resources available to graduate students. Since the availability of these resources is constantly changing, you should get up to date information from the Graduate Administrator when you are admitted (Some of this information is typically included in your welcome package/emails). Students also have access to a limited amount of funding to support their academic activities (e.g., conference and research travel funds available through the Department, and from the Graduate Student Association – see section 2.4, below).

The majority of full-time domestic graduate students receive financial support from the university. Although the policies governing the allocation of the awards as well as specific dollar amounts awarded change from year to year, a general pattern can be specified. As a rule, the following forms of financial support are available:

2.1 Teaching Assistantships

Teaching Assistantships (T.A.'s) are awarded to qualified incoming graduate students through Graduate Studies. A Teaching Assistantship requires an average of 10 hours per week of work during the Fall and Winter terms only. Currently, Ph.D. students in good standing who have been awarded a Teaching Assistantship have priority for eight terms of assistantships over four years. Note that the Ph.D. program in anthropology contains a

provision for up to three terms of paid leave from T.A. duties while conducting thesis research. For further information, see section 1.9 of this document.

Students holding Teaching Assistantships are members of CUPE 4600. (Consult the CUPE local 4600 Collective Agreement for more information at: https://www.cupe4600.ca/). The Collective Agreement between Carleton University and CUPE 4600 governs Teaching Assistantships. The Agreement covers, in part, working conditions, workloads, scheduling, and duties. Students are urged to read the Handbook for Assistants issued by CUPE Local 4600 for details concerning rights and other duties. If a student has been awarded a Teaching Assistantship, the Chair of the Department, in consultation with the administrative staff and Graduate Coordinator, will assign the TA to a particular course and section. The criteria for specific assignments are: 1) enrolments; 2) course content; and 3) the existing preparation, background, and interests of the graduate student. Given that the need for TAs for courses cannot be determined until after undergraduate registration, Teaching Assistantship assignments are typically made just before the beginning of the Fall term.

While graduate students may receive Teaching Assistantships as part of their offer of acceptance at Carleton, the primary purpose of these positions is to support the delivery of undergraduate courses. Teaching Assistantship are paid employment subject to the CUPE 4600(1) Collective Agreement. According to that agreement, the employer has the right to assign duties. In practice, that right is delegated in the first instance to the Department Chair who assigns TAs to courses, and in the second instance to the course instructor who supervises the work of a TA and assigns specific duties, which may vary depending upon the size of the class and the course. We endeavour to assign TAs to courses for which they are suited, but this is not always possible. The Department considers seniority in making TA assignments and is willing to alter them when a TAs duties conflict with their own course work.

The course instructor supervises the TAs work, and assigns duties according to the requirements of the course. A full TA position entails 130 hours of work over a term. The weekly distribution of those hours may fluctuate over the term, but will normally not exceed 15 hours in any calendar week. However, instructors can ask TAs to work more than 15 hours in a calendar week, provided they specify at the time of appointment when such periods of peak workload will be and ensure that the total TA workload for the term does not exceed 130 hours. Within these limits, TAs are expected to perform their assigned duties conscientiously and competently. For a full account of TA rights and responsibilities, please refer to the Collective Agreement.

In accordance with the most recent Collective Agreement, TAs have the opportunity to complete up to five hours of paid pedagogical training each academic year (September-April) in which they are assigned as TAs. If you hold a TA-ship in both the Fall and Winter terms you can earn these five hours over the course of both terms, but if you hold a TAship in a single term only, then you must earn the hours in the term in which you hold the assistantship. In addition (i.e. over and above these hours) new TAs need to complete a one-time, mandatory training in their first weeks of employment. After

completion, TAs are compensated for 5 hours pay (see article 23.03). There are helpful steps for completion of the compliance training on the Carleton TA Support website. Please see the TA Mentor (if there is one) and/or union representatives with questions regarding compulsory training, or anything that relates to your rights, benefits, and responsibilities.

Students should be aware that their roles as Teaching Assistants are in some respects different from that of a graduate student. Teaching Assistants are employees of Carleton University, and their working conditions are regulated by the Collective Agreement between CUPE 4600 and the University. Any difficulties encountered as a Teaching Assistant should, therefore, be handled by means of the procedures described in the Collective Agreement. CUPE 4600 has shop stewards with whom to discuss such problems. If problems arise, discussions with (or concerning) a faculty member overseeing the TAs responsibilities, should involve the Chair of the Department (not the Graduate Coordinator). In the first instance, however, we strongly encourage TAs to discuss all aspects of their duties and/or concerns with the course instructor to whom they have been assign.

2.2 Research Assistantships

Some faculty members hold external research grants or contracts that enable them to hire qualified students as Research Assistants (R.A.'s). The salary for such assistantships may be similar to Teaching Assistantships, or may differ, depending on the faculty member's available funding. While the nature of the work required will differ, an average of ten hours of work per week is still the maximum (except during the summer months).

Qualifications for Research Assistantships generally include competence in various aspects of research methods, writing ability, organization, time management skills, as well as a substantive interest in the topic with which the research project deals. The selection of a Research Assistant is the sole prerogative of the faculty member in charge of the funded research project. The Department has developed some guidelines for RA work you may consult, available on our website here: https://carleton.ca/socanth/information-for-students/graduate-students/resources-forms/

Normally, a student cannot hold both a Teaching Assistantship and a Research Assistantship simultaneously during the Fall or Winter terms. An exception to this is if the Research Assistant work is directly related to the student's own thesis research and area of interest, and therefore complements and advances their program of study.

2.3 Departmental Scholarships

University scholarships are awarded to qualified incoming graduate students. Their value varies and is determined by the Anthropology Graduate Committee, in consultation with Graduate Studies, upon application and admission to the program. The student's past academic performance, reference letters, statement of interest, and budgetary factors serve to guide this decision. Scholarships are normally paid out over three terms – Fall,

Winter, and Spring/Summer. To receive a scholarship payment for a given term, graduate students must be registered as full-time during the Fall, Winter, and Spring/Summer term associated with that payment. In essence, this means that students must pay tuition fees during the summer in order to receive scholarship payments during the summer.

2.4 Travel Funds and Other Internal Funding

Travel Funds: Travel Funds: The anthropology graduate program is given a small annual budget of funds by Graduate Studies, to distribute to students who are travelling either, 1) to present a paper at an academic conference, or 2) for research purposes. Students apply for these funds as soon as travel is planned or, in the case of conference travel, upon receiving an email from the organizers stating that their paper has been accepted on the conference program. Normally, students are allowed to apply for a travel bursary once per fiscal year (i.e., from May 1 until April 30 of the following calendar year). Travel in early May should be applied for in March or April, as this 17 funding is typically assigned to the previous fiscal year since funds need to be allocated several weeks in advance. Those who plan to travel for two different purposes in a single fiscal year (e.g., research and a conference) should probably choose to apply for support for the more expensive trip, since funds are allocated according to the budget required for the travel. In addition to a budget and other supporting documentation, the application requires a statement of support (e.g., an email) from the student's Supervisor. The completed form and supporting documentation must be submitted several weeks before any planned travel.

Students may also apply to the Graduate Student Association (GSA) for supplemental funds. For more information, see: http://gsacarleton.ca/travel-grant/.

Internal Awards: Graduate Studies has a limited number of internal scholarships (also referred to as endowed awards), available for graduate students. These may be based on merit, financial need, research area of specialization, and/or other criteria. Students do not apply for these awards; they are nominated by faculty in their Department. However, students who think they may be a good candidate for a specific internal award might discuss this with their supervisors in order to encourage a nomination. Similarly, students in particularly strong financial need should let their Supervisors know of their situation, so that they have time to nominate them for a need-based award as they see fit. The Graduate Studies website contains information on scholarships, including a database of internal awards: http://gradstudents.carleton.ca/awards-and-funding/

2.5 External Scholarships

In the past, Carleton students in anthropology have won competitive external scholarships, mainly Ontario Graduate Scholarships (OGS) and the Canada Graduate Scholarship from the Social Sciences and Humanities Research Council (SSHRC). These are highly competitive and only a few students per year are awarded these scholarships.

Note that SSHRC is one of three federal granting agencies, alongside the Canadian Institutes of Health Research (CIHR), and the Natural Sciences and Engineering Research Council of Canada (NSERC), collectively known as the "TriCouncil." SSHRC and CIHR are relevant for anthropological research. Most doctoral students in our Department apply to SSHRC, but if a research project is health-related, the student must apply to the Canadian Institutes of Health Research (CIHR) instead. Applications must be submitted in the Fall Term prior to the academic year for which the scholarships are granted. The department offers a yearly workshop in August or September on writing applications for Social Sciences and Humanities Research Council (SSHRC) scholarships and Ontario Graduate Scholarships (OGS).

Another source of external funding is the Wenner-Gren Foundation. Wenner-Gren is an American foundation that supports anthropological research in all subfields of anthropology. Dissertation grants are available for PhD thesis research, in amounts up to $20,000 USD, with no limitations on nationality or country of residency. Their website states that they receive around 650 applications per year and fund 15%-20% of these. Applications can be submitted for either November 1 or May 1 of each year and take six months to process.

Links to information and deadlines re: scholarships and other funding opportunities are listed below:

Awards webpage of Graduate Studies:
http://gradstudents.carleton.ca/awards-and-funding/

SSHRC's scholarship programs:
https://www.sshrc-crsh.gc.ca/fundingfinancement/programs-programmes/fellowships/doctoral-doctorat-eng.aspx

CIHR health-related research program:
http://www.cihr-irsc.gc.ca/e/38887.html

Ontario Graduate Scholarships:
https://osap.gov.on.ca/OSAPPortal/en/A-ZListofAid/PRDR019245.html

Wenner-Gren Foundation:
http://www.wennergren.org/programs/dissertationfieldwork-grants

Ontario Student Assistance Program:
 https://www.ontario.ca/page/osap-ontariostudent-assistance-program

There are also a variety of other external awards and scholarships available on the Awards webpage of Graduate Studies, noted above.

3.0 EXTENSIONS, LEAVE OF ABSENCE, PART-TIME STATUS, WITHDRAWING IN GOOD STANDING

3.1 Extension

If you won't finish your degree in the university-dictated timeline, you will need to apply to go on extension. This requires the sign-off of your supervisor and the Grad Coordinator. Students are no longer eligible for research or travel funding, do not receive, internal scholarships, and are out of the Priority TA category (but can still apply for Out of Priority TAships). Usually the extension request includes a timeline for the planned work.

3.2 Leave of absence

If you encounter health difficulties, personal challenges, family developments, exciting non- academic career possibilities, or any other life circumstance that gets in the way of grad school there are many good options. You may apply for a Leave of Absence, which pauses your time to completion clock, scholarships, and TAships. Some documentation may be needed (if this is a medical LOA you may need a letter from your doctor, or if it is a professional LOA an offer of employment, and so on). We are happy to help you figure out what's needed and help you work with Graduate Studies on this. It is frequently better to go on LOA while you still have time in your program than to need to go on extension.

3.3 Going part-time

Changing to part-time status is frequently also a good option if you are working outside of campus, particularly if you will otherwise be forced to apply for extension. You cannot receive scholarships or committed funding (such as priority TAships) if you're on part-time status, however.

3.4 Withdrawing in good standing:

Withdrawing in good standing and then returning to complete your program and defend is also an option. If a student withdrew in good standing, they can return within 10 years to complete their program, picking up where they left off. Sometimes when facing challenges with no specific timeline, it is best to withdraw and focus on these issues and then return when you are able to refocus on completing your program.

The Grad Coordinator will be happy to talk with you about any of these options.
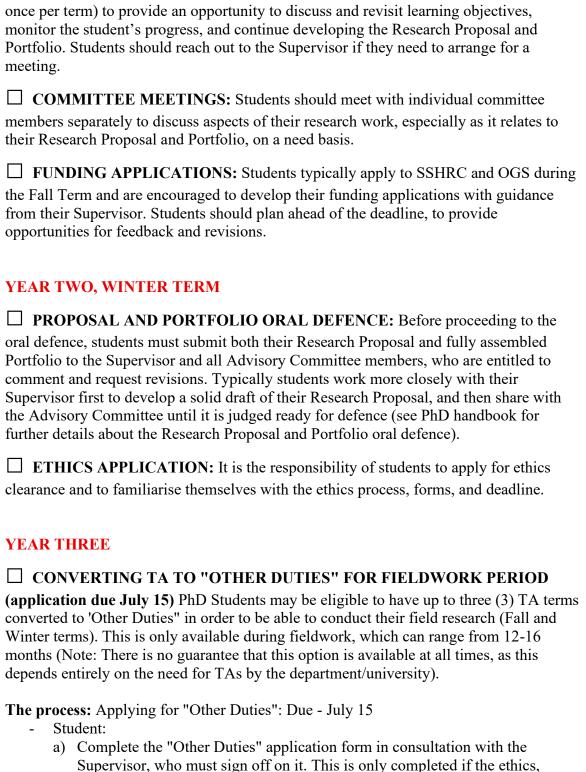
Appendix A: Anthropology Ph.D. Checklist - A quick guide for Ph.D. Students and Supervisory Committees

ANTHROPOLOGY PhD CHECKLIST – A quick guide for PhD Students and Supervisor Committees

The following checklist should serve as a guide for both students and faculty on the various stages of a typical or common PhD trajectory, the dates are indicative rather than prescriptive.

YEAR ONE, FALL TERM

☐ **COURSE SELECTION:** Students must consult with their Temporary Supervisor on the selection of courses to take for both the Fall & Winter Terms. The "Course Approval Form" needs to be completed and signed off by both student and Supervisor.

☐ **SELF-ASSESSMENT MEETING BETWEEN STUDENT AND SUPERVISOR:** Students will meet with their Supervisor to discuss their learning objectives in the doctoral program. They will assess areas of strength and weakness as it relates to their research project. They will also develop a learning plan for the rest of year one. This self-assessment with the Supervisor is intended to facilitate early identification of students' strong/weak areas for establishing learning priorities and may help students to orient their coursework and assignments towards meeting their learning objectives. These discussions should be integrated as part of the portfolio materials, in the form of reflections and notes.

☐ **FUNDING APPLICATIONS:** Students typically apply to SSHRC and OGS during the Fall Term and are encouraged to develop their funding applications with guidance from their Supervisor. Students should plan ahead of the deadline to provide opportunities for feedback and revisions.

☐ **INITIATE PhD RESEARCH PORTFOLIO:** Students are encouraged to begin assembling materials in their portfolio as soon as they enter the PhD program. During the first term, in addition to notes from their self-assessment meeting, they should include materials that demonstrate their prior preparation in terms of relevant theory, topical literatures, ethnography, and methodology (e.g., previously written essays, conferences papers, theses, etc.). They may also include funding applications, and as they progress during the term, any paper, assignments, and other relevant work completed during the term (e.g., publications, conference papers, etc.)

YEAR ONE, WINTER TERM

☐ **SUPERVISORY COMMITTEE**: Students should approach TWO (2) faculty members to serve as Committee members in addition to their main Supervisor. Normally,

Committee members are from Soc-Anth, but one can be a CU professor external to our department if the person's expertise is germane to the thesis project and they have Graduate Studies supervisory privileges.

☐ **STUDENT-SUPERVISOR MEETINGS**: Student-Supervisor meetings vary among students and faculty. However, it is important to meet fairly regularly (minimum once per term) to provide an opportunity to discuss and revisit learning objectives, monitor the student's progress, and continue developing the research project. Students should reach out to the Supervisor if they need to arrange for a meeting.

☐ **COMMITTEE MEETINGS**: Students should meet with individual committee members separately to discuss aspects of their research work on a need basis.

☐ **ASSEMBLING RESEARCH PORTFOLIO:** Students continue to assemble materials for inclusion in their research portfolio, which should include, at the end of the Winter term, a transcript showing that all required coursework is completed, as well as term papers from their coursework.

YEAR ONE, SPRING/SUMMER TERM

☐ **PORTFOLIO PROPOSAL FORM:** At the end of their first year in the program and typically once they have completed their coursework, students will meet with their Supervisor and, ideally, with their Advisory Committee members to complete the Portfolio Proposal Form and to agree on the remaining preparatory work necessary to continue developing their breadth and depth of knowledge as it relates to their research project.

☐ **ASSEMBLING PORTFOLIO MATERIALS:** Students begin working on their scholarly deliverables as laid out in the Portfolio Proposal form.

☐ **PROPOSAL:** Students continue to work on their proposal, drawing on the work done in Research Design.

YEAR TWO, FALL TERM

☐ **ASSEMBLING PORTFOLIO MATERIALS:** Students continue to work on their scholarly deliverables, including the reflections on how to engage their research ethically and responsibly.

☐ **PROPOSAL:** Students continue to work on their proposal, drawing on the work done in Research Design.

☐ **STUDENT-SUPERVISOR MEETINGS:** Student-Supervisor meetings vary among students and faculty. However, it is important to meet fairly regularly (minimum

once per term) to provide an opportunity to discuss and revisit learning objectives, monitor the student's progress, and continue developing the Research Proposal and Portfolio. Students should reach out to the Supervisor if they need to arrange for a meeting.

☐ **COMMITTEE MEETINGS:** Students should meet with individual committee members separately to discuss aspects of their research work, especially as it relates to their Research Proposal and Portfolio, on a need basis.

☐ **FUNDING APPLICATIONS:** Students typically apply to SSHRC and OGS during the Fall Term and are encouraged to develop their funding applications with guidance from their Supervisor. Students should plan ahead of the deadline, to provide opportunities for feedback and revisions.

YEAR TWO, WINTER TERM

☐ **PROPOSAL AND PORTFOLIO ORAL DEFENCE:** Before proceeding to the oral defence, students must submit both their Research Proposal and fully assembled Portfolio to the Supervisor and all Advisory Committee members, who are entitled to comment and request revisions. Typically students work more closely with their Supervisor first to develop a solid draft of their Research Proposal, and then share with the Advisory Committee until it is judged ready for defence (see PhD handbook for further details about the Research Proposal and Portfolio oral defence).

☐ **ETHICS APPLICATION:** It is the responsibility of students to apply for ethics clearance and to familiarise themselves with the ethics process, forms, and deadline.

YEAR THREE

☐ **CONVERTING TA TO "OTHER DUTIES" FOR FIELDWORK PERIOD (application due July 15)** PhD Students may be eligible to have up to three (3) TA terms converted to 'Other Duties" in order to be able to conduct their field research (Fall and Winter terms). This is only available during fieldwork, which can range from 12-16 months (Note: There is no guarantee that this option is available at all times, as this depends entirely on the need for TAs by the department/university).

The process: Applying for "Other Duties": Due - July 15
- Student:
  a) Complete the "Other Duties" application form in consultation with the Supervisor, who must sign off on it. This is only completed if the ethics, proposal, portfolio, and oral defence will be completed in time for fieldwork during the relevant term(s) [Submit to Graduate Coordinator via the Graduate Administrator]

      b) Student must sign off on assigned 'Other Duties" in the TA Management System (this is a multi-stage effort requiring two rounds to sign off)

- Supervisor: Email Graduate Coordinator and Graduate Administrator the anticipated date for the proposal / portfolio defence if not done already and the date that the student will be 'IN the field'

* NOTE: Scheduling TA assignments is a massive task, and last-minute changes messes up the entire scheduling process. This is a time-sensitive process, so please keep these guidelines in mind. If in doubt, please contact the Graduate Coordinator or Graduate Administrator.

YEAR FOUR+

☐ **REGISTER IN THESIS WRITING SEMINAR FOR A MINIMUM OF TWO TERMS (offered in Fall-Winter terms).** Students work on their draft chapters under the guidance of their Supervisor, and when relevant, with individual Advisory Committee members.

☐ **THESIS SUBMISSION AND ORAL DEFENCE:** See PhD handbook for further details.

Appendix B: Useful Contact Information and Websites

Departmental Contacts:

Department of Sociology and Anthropology
Room B750, Loeb Building
1125 Colonel By Dr.
Ottawa, ON K1S 5B6
Phone: 613-520-2582 Fax: 613-520-4062

Professor Jen Pylypa, Graduate Coordinator
Room C772, Loeb Building
Email: jenpylypa@cunet.carleton.ca

Kiley Johnston, Graduate Administrator
Room B753, Loeb Building
Phone: 613-520-2600 ext. 2587
Email: kileyjohnston@cunet.carleton.ca

Related Websites:
Department of Sociology and Anthropology
http://carleton.ca/socanth/

Graduate Studies
http://gradstudents.carleton.ca/
graduate.studies@carleton.ca

Graduate Calendar
http://calendar.carleton.ca/grad/

Carleton University Office of Research Ethics
https://carleton.ca/researchethics/
ethics@carleton.ca

CUPE 4600 (Teaching Assistants' Union)
https://cupe4600.ca/

Graduate Studies: Information on Applying for Awards and Funding
https://gradstudents.carleton.ca/awards-and-funding/

SSHRC Canada Graduate Scholarship: TriCouncil's web page
http://www.nserc-crsng.gc.ca/Students-Etudiants/PG-CS/CGSM-BESCM_eng.asp

Ontario Graduate Scholarships: Ontario government web page
https://osap.gov.on.ca/OSAPPortal/en/A-ZListofAid/PRDR019245.html

Appendix C: Forms

All graduate student forms for the Department's programs are found here:
https://carleton.ca/socanth/student-life/undergraduate/resources-forms/

Additionally, below are individual links to the forms most relevant to Anthropology Ph.D. students, but note that the most recent versions of these files are accessible on our website, at the link listed above.

Course Approval Form
https://carleton.ca/socanth/wp-content/uploads/2022/07/Course-Approval-Form.pdf

Ph.D. Advisory Committee Form
https://carleton.ca/socanth/wp-content/uploads/2024/07/Advisory-Committee-Form-PhD.pdf

Portfolio Guidelines and Forms Guidelines:
https://carleton.ca/socanth/wp-content/uploads/2022/07/Anthropology-PhD-Portfolio-and-Program-Guidelines-13-04-22.pdf

Forms

- Proposal: https://carleton.ca/socanth/wp-content/uploads/2024/06/Portfolio-Proposal-Form-2024.pdf

- Approval: https://carleton.ca/socanth/wp-content/uploads/2025/04/Portfolio-Approval-Form-13-04-22.pdf

Fieldwork Contact Form
https://carleton.ca/socanth/wp-content/uploads/2022/07/Fieldwork-Contact-Form-PHD-Anthropology.pdf

Anthropology Tutorial Form
https://carleton.ca/socanth/wp-content/uploads/2022/07/Anthropology-Grad-Tutorial-Form.pdf