



ANTHROPOLOGY

University of Montana Department of Anthropology

Graduate Manual of Degree Programs, Policies & Procedures



2019-2020

University of Montana Department of Anthropology Graduate Manual of Degree Programs, Policies & Procedures

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1. WELCOME

Hello and welcome to the Department of Anthropology at the University of Montana! We are very pleased to welcome you to our newest cohort of graduate students for the M.A. or Ph.D. degree in Anthropology. The Chair of the Department and the Graduate Program Coordinator helped to write this manual and will be important people for you to get to know. This manual was written by the Department of Anthropology for your use in better understanding the ins-and-outs of studying Anthropology at UM. We hope that this manual facilitates your academic success here at UM.

1.1 What a graduate degree in anthropology will do for you

When you have completed University of Montana's graduate program in Anthropology, you will be prepared to pursue doctoral work at another university (for the terminal MA student), a career in anthropology, or a career in a related field. While earning the degree you will gain an advanced knowledge of biological, socio-cultural, archaeological and/or linguistic anthropology. You will also acquire research skills, including data collection, processing or analysis, collections management, and analytical techniques. Finally, you will learn how to present your research findings in written and oral formats.

1.2 Arriving on Campus

We, the anthropology faculty, want you to succeed at your graduate studies and to earn your degree as quickly as possible. In order to help you accomplish this, we have compiled the following schedule of University and Department requirements. Our Graduate Program Coordinator will help you make sure that you have satisfied the technicalities of the program. We will assign you an academic advisor, who will help you decide which courses and research projects will meet your needs. Your responsibility is to meet the deadlines that your university, department, and advisors have established. The UM Graduate School and the Department of Anthropology websites will have a plethora of information for you:

- University of Montana Graduate School: <http://www.umt.edu/grad/>
- Department of Anthropology Graduate School web site: <http://www.cas.umt.edu/anthro/graduate/default.php>
- Graduate school academic policies web site: <https://www.umt.edu/grad/current-students/academic-policies/policy-index.php>

1.3 Paying for graduate school

There are several ways to pay for graduate school, including financial aid, scholarships, grants, and teaching assistantships. These opportunities are discussed below.

1.3.1 Financial Aid

Students are strongly encouraged to investigate opportunities to support their studies with fellowships, scholarships, and loans. Information on these is available through the Graduate School, and can be found on the web at: <http://www.umt.edu/finaid/>

1.3.2 Scholarships

Through the generosity of multiple donors, a number of scholarships have been established to support graduate students pursuing degrees spanning a variety of anthropology and anthropology-related fields. These scholarships provide opportunities for financial assistance to anthropology students in all programs, with awards ranging from several hundred to several thousand dollars each. Graduate students apply for scholarships when they complete their annual evaluation forms available here: [Anthropology Graduate Student Evaluation \(T.A. Application\) information](#) For more information on other scholarship opportunities, please see:

[University of Montana College of Humanities and Sciences Graduate Student page](#)

Native American graduate students enrolled in a federally-recognized tribe are also eligible for scholarships through many university and other national and regional organizations, including the Sloan Indigenous Graduate Partnership (SIGP). Click here for more information about [SIGP](#).

1.3.3 Grants

In addition to scholarships and potential funding opportunities offered on campus, a number of external funding opportunities exist for graduate students, and students are strongly encouraged to explore these opportunities early in their graduate careers. For example, the National Science Foundation provides funding opportunities for M.S. and Ph.D. students in their early graduate careers via the NSF Graduate Research Fellowship Program (<http://www.nsfgrfp.org/>) and to Ph.D. Candidates via NSF Doctoral Dissertation Improvement Grants (<http://www.nsf.gov/>), among others. In addition, the Wenner Gren Foundation (<http://www.wennergren.org/>), and the Social Science Research Council (<http://www.ssrc.org/>) also provides funding opportunities to students in anthropology. Students are encouraged to meet with their advisors to discuss these and other potential funding sources and opportunities.

1.3.4 Teaching Assistantships

Also available to a limited number of students are teaching assistantships (T.A.). The T.A.s are highly competitive and cover tuition and include a stipend. All graduate students are required to complete annual self-evaluations which are used by the faculty to quantitatively measure student progress and success; they provide the basis for allocation of teaching assistantships and scholarships. If you want to obtain a T.A. or scholarship, you must complete the annual evaluation. [Click here for information.](#)

The evaluation/application forms are posted on the [anthropology website](#) and are due at the beginning of the Spring semester, in late January to early February. Check with your academic advisor, the administrative assistant, and/or the Graduate Program Coordinator in the Fall semester to find out precisely when these evaluations are due. Here is the web site for those evaluation forms/T.A. applications: <http://hs.umt.edu/anthropology/graduate/> .

Graduate students in anthropology – especially doctoral students – are expected to acquire some experience with teaching in the course of their studies toward the degree, whether compensated or not. If you are not awarded a teaching assistantship during your time in the program, it is possible to arrange (with your advisor or another professor) opportunities to lecture undergraduates about your research. This is an excellent way to build your confidence speaking about your work in public, a critical skill whether your career is academic or applied.

1.3.5 Other Graduate Support

On an ad hoc basis, other forms of support for graduate students exist. Professors who support their research with external funding are also sometimes in a position to hire a research assistant, usually from among their own graduate students, as part of their training. Please consult with your advisor about these opportunities.

Further information about the cost of graduate school can be found here:

<http://www.umt.edu/finaid/>

1.4 Responsibilities and expectations of Faculty

As faculty, mentoring graduate students is one of the most rewarding, challenging and intellectually stimulating aspects of our jobs. A student's acceptance letter identifies the faculty member that is willing to serve as the student's academic advisor, and this faculty member works closely with the student through the entirety of the student's degree program. Academic advisors help students gain depth and expertise in their field of study, understand the norms and practices of the profession, and improve communication skills through review and feedback on drafts of proposals, theses and professional papers, manuscripts, and presentations. The academic advisor is responsible for ensuring that a student's work is ready for committee review and must approve all proposal and thesis/dissertation materials before they are circulated to the rest of the committee. Some specific responsibilities of the academic advisor include:

- Assisting the student with the selection and development of a suitable and manageable research topic.
- Helping the student choose committee members.
- Remaining accessible to the student on a regular basis for consultation and discussion of the student's academic progress and professional development.
- Helping students make appropriate progress by responding in a timely manner to written work submitted by the student with constructive suggestions for improvement and continuation.
- Making arrangements to ensure continuity of supervision when the academic advisor will be absent for extended periods (*e.g.*, one month or longer).
- Helping the student gain access to facilities or research materials.
- Ensuring that the working environment is safe, healthy and free from harassment, discrimination, and conflict.
- Providing career and professional advice, and assisting in professional networking.

- Advising the student about current graduate program requirements, deadlines, sources of funding, etc.
- Encouraging the student to make presentations of research results within the University and to outside scholarly or professional bodies as appropriate, and assisting the student obtain funding to attend conferences or professional meetings.

1.5 Responsibilities and expectations of Students

Graduate school is significantly more demanding than undergraduate studies, and requires intensive work and scholarship outside of and in addition to formal classes (graduate school is at *least* a fulltime job). In addition to the time commitment, graduate school is intellectually demanding in ways that students may not have experienced, in the sense that the primary focus of graduate studies is *scholarship*. As a graduate student in Anthropology, we expect that you will be devoted to your project and willing to commit the time and energy to research and write a thesis, dissertation or professional paper. We also expect students to fully engage in scholarship that occurs both in and outside of the classroom, and to contribute to a thriving the intellectual community within the College. As a graduate student, you also are expected to:

- Be familiar with the requirements and procedures established by the Graduate School for your particular degree, as published on the Graduate School website: <http://www.umt.edu/grad/>
- Make dedicated efforts to gain the background knowledge and skills needed to pursue your research project successfully. Such efforts include reading outside of courses, attending seminars, meeting with experts, and discussing material with other graduate students.
- In conjunction with your academic advisor, develop a plan and timetable for completion your thesis or dissertation project, adhere to a schedule and meet appropriate deadlines.
- Meet with your academic advisor and report fully and regularly on progress and results.
- Allow committee members adequate time (e.g., 3-4 weeks) to review documents, and contact committee well in advance to schedule meetings. If you are submitting a large project for your faculty's review (e.g., a thesis or dissertation), allow more time (e.g., 6-8 weeks).
- Be prepared for and receptive to constructive criticism and academic advice from your academic advisor and other members of your committee.
- Contribute to the intellectual life of the University as a whole, providing constructive feedback and support to peers, engaging in collaborative problem-solving, mentoring incoming students (in areas such as fundamental statistical, analytical, and computer skills; library/literature database research strategies; university norms and policies; professional networking; etc.) and working to create a thriving community of scholars.
- Attend seminars and defenses.
- Join a professional anthropology society
- Understand that plagiarism and cheating are unacceptable and are not tolerated under any circumstances (<https://www.umt.edu/safety/policies/default.php>).
- Represent the Department of Anthropology at professional meetings and conferences when possible. We also encourage graduate students (and faculty) to participate in the University of

Montana Graduate Student and Faculty Research Conference, held annually during the spring semester: <http://scholarworks.umt.edu/gsrc/>

- Present your research results at a conference or in another public venue.
- Recognize that self-motivated study outside of formal classroom settings, supported by mentoring but driven by student initiative, is a primary focus of graduate studies.
- Engage in civil discourse with your student, faculty, and off-campus colleagues.
- Communicate clearly with your advisor if you have any concerns or questions. Do not be afraid to let faculty know if you need guidance or resources.

Occasionally, students may have disputes with other members of the UM community, including advisors, faculty, staff, or other students. The purpose of the following process is to find an equitable solution to problems that affect graduate students. If you have a dispute with an anthropology faculty member you should follow this procedure.

- First, discuss the problem with the faculty member with which the dispute exists and try to work out a resolution.
- If the dispute cannot be resolved by direct discussion then you may bring the matter to the attention of the Graduate Program Coordinator and Chair of the Department of Anthropology.
- If the Graduate Program Coordinator and Chair do not respond within 15 working days, or if the response does not resolve the disagreement to the satisfaction of all parties, then you may use the procedure explained in section 21 of the "Collective Bargaining Agreement Between University Teachers' Union, University of Montana and the Montana University System". Here is a link to the CBA: <http://umt.edu/provost/faculty/CBAs/>.

2. YOUR ACADEMIC CAREER

The remainder of this document provides an overview of graduate student responsibilities pertaining to course work, research, writing, and degree requirements. The first year experience for M.A. and Ph.D. students is similar and is grouped together. After the first year, the M.A. and Ph.D. tracks can diverge substantially and, thus, are described separately in this manual. Appendix 2 provides more details on M.A. and Ph.D. level course tracks, as does the Graduate School website. Appendix 1 has a list of important web sites in which students can find information pertaining to their graduate career. Appendix 5 has a list of faculty in UM's Department of Anthropology.

2.1 Your first year as a graduate student

After you have been admitted to the graduate program but before enrolling in classes, you should meet with your academic advisor. The name of your academic advisor is included in the letter of admission you receive from the Graduate School. Your academic advisor will help you plan a specific schedule of course work. Your academic advisor and/or the Graduate Program Coordinator can help explain the process of earning an M.A. or Ph.D. degree and answer any questions you have about the program. If you are a provisionally admitted student, your academic advisor will explain what you should do to be promoted to fully admitted status. There are several possible graduate program

tracks for students, each of which has different requirements. The Department has provided checklists for students to use in helping to figure out which course track is right for you:

<http://hs.umt.edu/anthropology/graduate/default.php>

Here are a few things you should do during your first two semesters of graduate study:

- Ph.D. students should complete their graduate contracts with their academic advisor and file it with the Graduate Program Coordinator and Administrative Assistant.
- Master's students should form a study plan with their academic advisor and decide on their topic for a thesis or professional paper (or choose the portfolio option), discussed below.
- Apply for a teaching assistantship and scholarships. As discussed in Section 1.3 above, you will do this at the beginning of the Spring semester by completing the graduate student evaluation forms. Faculty use these forms to pick students for teaching assistantships and scholarships awarded in the following year.
- By completion of the graduate student evaluations, you will keep your academic advisor and Graduate Program Coordinator informed as to the progress you are making. In addition to this, you and your academic advisor should review your progress at least once each year, providing you with advice on how to improve in your next year. If your progress is unsatisfactory, your academic advisor may choose to re-evaluate you each semester. Further recommendations about your progress and remedial action in the case of unsatisfactory progress will be discussed with you in person.

Here are a few recommended things to do during your first two semesters of graduate study:

- Familiarize yourself fully with the helpful resources available through our website for our graduate students, where many helpful links, checklists, contract examples and other resources: <http://www.umt.edu/grad/> .
- Get to know the faculty.
- Join the Montana Anthropology Student Association (see 3.1 below for more details)
- Join some professional associations. Several are listed in 3.2 below. If you are not sure which one to join, ask your academic advisor or the Graduate Program Coordinator. Joining anthropology societies shows that you are a professional and symbolizes your commitment to an anthropological career.
- Take at least four graduate seminars. Anthropology 500 is required for all students and should be taken your first semester if possible. The other three seminars may be chosen from any the anthropology department offers. You should work out a plan of which seminars are appropriate for helping you fulfill your goals with your academic advisor.

2.2 Master's students: after your first year

After the first year of study, an M.A. student should begin to prepare for finalizing their degrees by completing the following tasks.

- Take any remaining required courses, depending on your option, concentration, or agreement with your advisor. We recommend a course in statistics or quantitative analysis as a methods course, especially if your project has a lot of data. You should also take elective courses that

you and your academic advisor agree upon. We recommend that students take ±six credits of 593 (professional paper), 597 (research) or 599 (thesis) prior to M.A. graduation. Review the checklists available at the UM Anthropology graduate program website for your specific program requirements (and/or see Appendix 2 below).

- If you haven't done so already, form a thesis or professional paper committee. This committee must consist of at least two members of the Department of Anthropology. The third member must be a faculty member from another department, outside of Anthropology. Additional members can be on the committee (e.g., faculty or professionals from other institutions), but they may not serve as the third outside member. There is a committee membership form to complete, with required signatures: <http://hs.umt.edu/anthropology/graduate/default.php>
- Research, write, and defend your thesis, professional paper, or portfolio. Additional information regarding the various options are provided below, with specific instructions on the composition of such documents provided in Appendices 2-4. One semester ahead of your intended date of graduation, students should complete the Graduation Application: <https://www.umt.edu/grad/current-students/completing-degree/deadlines/default.php>

Some other useful bureaucratic policies to consider in your second year and beyond are the continuous enrollment policy and the time limit for degrees.

- **Continuous Enrollment Policy.** You must register every semester for at least three credits unless granted a leave of absence by the Graduate School upon recommendation of the Anthropology Department. You may have to register for more credits if you make extensive use of facilities or faculty time. You must complete a minimum of six credits per academic calendar year (September through August). If you do not maintain continuous enrollment, you will have to reapply for admission to the graduate program. You can find the form for requesting a leave of absence at the Graduate School "forms" website (shown above).
- **Time limits for degrees.** The maximum time limit for earning an M.A. degree is five years; for the Ph.D. it is seven years. If you have not finished within the time limit, we will advise you to withdraw from the program. After the time limit, you will have to retake all the required courses that have expired, including credits transferred into the program. You may "recertify" up to three courses after the deadline by taking written examinations equivalent to the current final exams for the courses, and passing them with a grade of B or better.

2.3 The M.A. Project

M.A. students are required to complete one of the following types of major projects to finish their degree: the thesis, the professional paper, or the portfolio. Each of these is described below.

2.3.1 The M.A. thesis

- A thesis is a research document in which the goal is to propose a hypothesis, gather data, and analyze it in order to test the hypothesis. It is a way to demonstrate research competency and is the preferred choice for students planning to continue on for a Ph.D. degree.
- If you choose to research and write a thesis you should develop a proposal; form a committee; research, write, and submit your thesis; and defend your thesis. Be sure to follow the Graduate

School's formatting guidelines when writing your thesis. The graduate school has specific guidelines for how to format the title page of your document; however, please check with your academic advisor about their preferred style to use for the body of the paper.

- Specific details on completing the thesis are provided in 2.3.4 below.
- 2.3.2 The M.A. professional paper
 - A professional paper is a document or other work that demonstrates your mastery of skills and competencies in a subject or area in which professional anthropologists engage. Some examples are archaeological survey and site reports, museum exhibitions, comprehensive forensic reports, and similar works.
 - If you choose to write a professional paper you should develop a proposal; form a committee; research, write, and submit your professional paper; and defend your professional paper. Your professional paper should follow the formatting guidelines required by the Graduate School, but it does not need to be in thesis format nor does it require an abstract.
 - Specific details on completing the professional paper are provided in 2.3.4 below.

2.3.3 The M.A. portfolio

- A portfolio is a collection of documents that demonstrates your mastery of skills and competencies in your course of study during your graduate work. Typical contents include components such as title sheet, table of contents, letter of intent, current CV or resume, transcript to date, syllabi of courses completed, narrative description of competencies acquired, documentation (class papers, exams, awards, TA or RA work description, conference presentations, publications, etc.).
- If you choose to write a portfolio you should develop a proposal and timeline with your graduate advisor; form a committee; and work with your academic advisor and committee on agreeing to the materials to be included in your portfolio.
- Discuss the portfolio option with your advisor and see if it fits with your future plans.
- The portfolio option is not recommended for students wishing to pursue a Ph.D.
- As discussed in more detail in Appendix 2, the portfolio option requires 36 credits (compared to 30 for the thesis/paper option).

2.3.4 M.A. Students: Completing your thesis or paper

- The UM Graduate School has a good web site with information on thesis research and submission: <https://www.umt.edu/grad/current-students/completing-degree/masters-degree/default.php>
- With the help of your academic advisor, develop a research topic and formulate a research proposal and/or outline for your major project, whether it will be a thesis or professional paper. Your proposal/outline should include the hypothesis or topic you plan to address, the materials and methods you plan to use, and a summary of the overall goals and structure of the thesis or paper. Your academic advisor will provide additional details on the content and format of the proposal/outline.
- Select a graduate committee to oversee your thesis or professional paper research. The graduate committee consists of at least three people who must be regular University of Montana faculty. Two of the members must be from the Department of Anthropology. At least one member of the committee must be from another academic department.

- Students are usually expected to provide a copy of their research proposal/outline to potential committee members, who will review the proposal and make recommendations for the student to consider.
- Once two Anthropology faculty members and one outside (other department) faculty member have agreed to be on the committee, contact your graduate advisor and inform them of the committee membership. Your advisor will submit an online form with the names of your committee members and this will become an official part of your graduate program file at the graduate school and Anthropology department. Here is the graduate school website with more information about graduate committees: <https://www.umt.edu/grad/current-students/academic-policies/qualifications-of-graduate-committee.php>
- Once your committee composition form is submitted online by your faculty advisor, you can proceed with your M.A. research.
- Conduct the research for your thesis or professional paper in consultation with your graduate committee. You should strive to complete your thesis or professional paper research within two semesters of appointing your graduate committee.
- Write a draft of your thesis or professional paper. When completed, this draft should be provided to your advisor on a pre-determined schedule. Each faculty member has different time periods which they require for draft review, so it is important that the student and academic advisor set a schedule for draft submission that leaves the advisor and committee members enough time to review prior to the scheduled defense. For example, many faculty recommend that students submit a draft prior to spring break if the defense is scheduled for the end of the Spring semester. For a defense at the end of the Fall semester, some faculty members recommend submission of the draft prior to Thanksgiving. However, this timeline should be established by the student and their academic advisor.
- Your committee chair will review your draft and suggest changes to strengthen it. When he or she considers it acceptable, they will ask you to submit copies of your revised draft to the other committee members.
- The members of your committee will read your draft and suggest revisions which you should consider in resubmitting a revised draft. It is your responsibility to submit the draft in time for your committee to review it and for you to make revisions.
- Format your thesis/paper/dissertation correctly.
 - The format for first several pages of the document is set by the Graduate School and can be found at the [Thesis Submission web site](#).
 - The final draft of the thesis must include an abstract of no more than 350 words, prepared as specified in the Graduate School's requirements.
- While the graduate school provides specific guidelines for how to format the first few pages of the document, it does not provide established guidelines for how to format the body of the paper. In this regard, you should talk to your academic advisor about which style guide to use for the body of the paper, e.g., for things like margins, line spacing, page numbering, and other stylistic aspects for a thesis. Here is a list of possible style guides to use depending on the anthropological sub-discipline (but, be sure to check with your advisor regarding which guide to use prior to doing the formatting).
 - Prehistoric Archaeology/Cultural Resource Management – [Society for American Archaeology publications style guide](#).

- Historic Archaeology and Cultural Heritage: [Society for Historical Archaeology publications style guide](#)
 - Socio-Cultural and Medical Anthropology: [American Anthropological Association publications style guide](#).
 - Physical/Forensic/Biological Anthropology: [Council of Science Editors Style Guide](#)
- After your committee has approved your thesis or professional paper, you may submit it to the Graduate School as described in section 2.3.6 below.

2.3.5 Defending your M.A. Thesis, Professional Paper, or Portfolio

After you complete your thesis, paper, or portfolio project, all M.A. students must defend it in front of your committee. The M.A. defense is typically a one hour oral examination on the methods, results, and conclusions of your thesis, professional paper, or portfolio. The defense is open to the public, and any member of the audience may ask you a question upon being recognized by the chair of your committee (also known as your academic advisor). You will pass if all members of the committee, voting privately, judge your performance as satisfactory.

The student must arrange the time/date/place of the defense, taking into consideration the schedules of committee members. This must be coordinated with the Anthropology department Administrative Assistant to ensure the availability of rooms at the desired time/date. Here is the common structure to the 1-hour M.A. defense:

- M.A. Committee Chair brings defense to order by introducing the M.A. student and the committee members and briefly describing how the defense will proceed.
- M.A. student presents the results of their research as described in their project. This usually includes a PowerPoint presentation and oral narrative highlighting the important achievements of the project. This usually lasts 20-40 minutes.
- The Committee Chair/Academic Advisor invites questions from the committee, usually beginning with the non-Anthropology member(s) and continuing on to the Anthropology members. Members of the public can ask questions after the committee, if time permits.
- After the Q&A is completed, the student and the public will be asked to leave the room. The committee will deliberate on the M.A. student's performance and determine if they passed or failed.
- The M.A. student will be asked to re-enter the room for the final decision of the committee.

If the student passes the defense, they will be asked to make any final changes as requested to their project. After those are complete, they will be asked to follow the steps in 2.3.6 below.

2.3.6 Final steps in the M.A.

After the completion of all final edits/changes to the project, the student will be asked to finalize the thesis with the Graduate School and the Mansfield Library. At this point, the student must follow the procedures at the Graduate School website precisely. [Click here for those instructions](#) or google "university montana graduate thesis submission process".

We provide a summary of the thesis submission guidelines below:

- Step 1 reminder: As described in 2.3.5 above, the student should submit the thesis or professional paper to The Graduate School one week prior to the defense, electronically. This is simply to check for formatting errors.
- Step 2: Submission of the Final Electronic Version of your Document. Your committee chair will submit your final thesis or professional paper electronically to the Graduate School Office once your document has met all of the following criteria:
 - Reviewed and approved for defense by the Graduate School
 - Successfully defended
 - Revisions made for your committee and the Graduate School
- Step 3: Submit following final items to the Graduate School
 - Completion Document - The "Department" copy of your Graduation Application signed on the back by your chair or co-chairs under Final Degree Requirements. This form verifies the date you passed your defense, comprehensive exam and/or foreign language requirements, if applicable.
 - Any course or research credit grade changes needed for degree. The Graduate School is responsible for changing thesis, dissertation or professional paper credit grades (599 or 699) to CR once your PDF is received.
- Step 4: Submit your thesis to The Mansfield Library, following the upload procedures defined at the graduate school submission website ([Thesis Submission web site](#)).
- After the Graduate School has confirmed that the student has completed all requirements of the M.A. degree, the student will be awarded a degree.
- After completing the requirements, students are invited to receive their diplomas in the Annual Graduate Ceremony. Here is some information about the graduation ceremony for those students interested in “walking” and officially receiving their diplomas in front of their peers, family, friends, faculty, administration and community:
<https://www.umt.edu/registrar/Commencement/spring2019/default.php>

2.4 Doctoral students: after your first year

The first year of the doctoral student’s academic career is described above in Section 2.1. After a doctoral student’s first year, the student should talk to their academic advisor to plan for coming years. In particular, it is important that the student determine which of the two Ph.D. options they will use for their doctoral degree. The University of Montana Department of Anthropology offers two Ph.D. tracks, including a General Option and a Cultural Heritage Studies and Applied Anthropology (CHAA) Option.

- If admitted to the university with only an undergraduate degree, the doctoral student must follow the steps defined above to achieve the M.A. degree. Many of these students complete and defend a portfolio to achieve the M.A., although a thesis or paper are also options at this step. One advantage to doing a portfolio is that the Ph.D. student can complete the three required bibliographic essays and/or the dissertation proposal as part of the portfolio, facilitating the student’s progress toward candidacy (by becoming a candidate, the Ph.D.

student is allowed to proceed with dissertation research, thus making them eligible for dissertation grants).

- As with M.A. students, Ph.D. students should complete the annual student evaluations which also serve as the applications for Teaching Assistantships and scholarships. These student evaluations are due at the beginning of the spring semester.
- In addition to the 30 M.A. credits, the Ph.D. student must take an additional 30 credits at the Ph.D. level for a total of 60 total credits. To become a candidate to complete the dissertation, the Ph.D. student must have completed 45 of those credits.
- As with the M.A. committee, the Dissertation Committee is chosen by the student. It consists of three UM Anthropology faculty (one of whom is the committee Chair), one UM faculty member from outside Anthropology, and a fifth member of the student's choosing who meets the graduate school requirements. The consent of each member to serve on the committee is required before the names are provided to the Faculty Advisor. Once the names of the agreed committee members are provided, the Faculty Advisor will submit the online form and the committee will become official at the Graduate School and Department of Anthropology.
- The general requirements of each of the two Ph.D. options are described below.

2.4.1 Ph.D. Advancement to candidacy

- Students entering the Ph.D. General Option program with a master's degree in Anthropology or a related discipline, or having completed one of the M.A. options described above, must work toward completing a comprehensive examination. Before accumulating 45 post-baccalaureate credits and before enrolling in ANTH 699 the Ph.D. student will develop a detailed dissertation research proposal. A funding proposal to an appropriate source may be substituted for the research proposal. At a minimum the proposal should include:
 - The goal of the scholarly work, including hypotheses to be tested;
 - The materials and methods to be used;
 - A significant annotated bibliography or literature review; depending on the faculty member, this may include up to three bibliographic essays;
 - A completed, but not submitted, University of Montana Institutional Review Board for Human Subjects in Research checklist form if the scholarly work involves living human subjects.
 - A completed, but not submitted, Graduate School Application for Graduation.
- **Comprehensive examination/Dissertation proposal defense.** Each Ph.D. student will orally present their research proposal at a meeting with their dissertation committee. During this meeting the committee will ask questions designed to assess whether the proposal and the student's background demonstrate the likelihood of successful completion of the dissertation research. The committee will also review the student's portfolio to assess the student's progress toward their desired outcomes. If the student has demonstrated substantial progress toward fulfillment of their graduate contract and is, in the opinion of the committee, prepared to undertake dissertation research, then they will be invited to continue work toward the completion of their dissertation. If deficiencies exist the committee may prescribe remedial action or direct the student toward graduation with a terminal M.A. degree. However, students may not earn a second M.A. degree in anthropology from The University of Montana by this mechanism.

2.4.2 Completing Ph.D. Research and Dissertation

After the Ph.D. student has defended the proposal by completing the comprehensive examination, as defined for both options above, the doctoral student is considered to be a “candidate”. Once the Ph.D. student becomes a candidate, the final step in completing the doctoral program is to write a dissertation. At this point, the student should complete their dissertation research, write their dissertation, and defend the dissertation. Details for each of these steps are provided below and largely mirror the M.A. process discussed above, with a few exceptions.

- Upon reaching 45 graduate credits and approval of the dissertation proposal by the committee, the student may request the M.A. degree from the Graduate School (if they have not already received one).
- Doctoral students are encouraged to obtain grant funding to conduct their dissertation research. Coordinate these grant writing efforts with your academic advisor and the office or research and sponsored programs. Here is the website, which provides information on some of the grants available to Ph.D. students: <http://www.umt.edu/research/ORSP/default.php>
- Conduct the research for your dissertation in consultation with your graduate committee. You should complete your dissertation within 2-4 semesters of appointing your graduate committee, with your dissertation completed in another 2-4 semesters.
- During the period of research and writing, the doctoral student must maintain continuous enrollment. By graduate school rules, this means taking a minimum of three credit hours (usually 699 dissertation research credits). In rare circumstances, a student can request a leave of absence at this time, although it is discouraged.
- Write a draft of your dissertation. When completed, this draft should be provided to your advisor on a pre-determined schedule. Each faculty member has different time periods which they require for draft review, so it is important that the student and academic advisor set a schedule for draft submission that leaves the advisor and committee members enough time to review prior to the scheduled defense.
- Your committee chair will review your draft and suggest changes to strengthen it. When the Faculty Advisor considers it acceptable, they will ask you to submit copies of your revised draft to the other committee members.
- The members of your committee will read your draft and suggest revisions which you should consider in resubmitting a revised draft. It is your responsibility to submit the draft in time for your committee to review it and for you to make revisions.
- Format your dissertation correctly. It is the Ph.D. student’s responsibility to know the Graduate School’s formatting requirements and to follow the guidelines therein. Here is the graduate school website for dissertation formatting: [Dissertation Submission process](#)
- Arrange with your committee for a defense of the dissertation. The defense is a 1-2 hour oral examination on the methods, results, and conclusions of your thesis or professional paper. The defense is open to the public, and any member of the audience may ask you a question upon being recognized by the chair of your committee. You will pass if all members of the committee, voting privately, judge your performance as satisfactory. You should defend your dissertation within one semester of receiving approval of your draft from your committee.

- Follow the procedures at the graduate school submission website precisely.
<https://www.umt.edu/grad/current-students/completing-degree/doctoral-degree/default.php>
- After the Graduate School has confirmed that the student has completed all requirements of the Ph.D. degree, the student will be awarded a degree.
- After completing the requirements, students are invited to receive their diplomas in the Annual Graduate Ceremony. Here is some information about the graduation ceremony for those students interested in “walking” and officially receiving their diplomas in front of their peers, family, friends, faculty, administration and community:
<https://www.umt.edu/registrar/Commencement/spring2019/default.php>

3. OTHER THINGS TO CONSIDER

3.1 Join the Montana Anthropology Student Association

The Montana Anthropology Student Association – MASA – is a resource for students interested in Anthropology at the University of Montana. MASA works hard to promote the four fields of Anthropology on campus and throughout the community by offering a wide range of opportunities for volunteers, faculty-student interaction, and financial aid for conferences and study. We encourage all students interested in Anthropology at the University of Montana to join MASA and get involved! Please check MASA’s calendar for upcoming events and meetings, or watch for postings in the Social Sciences building. Here is MASA’s website: <http://www.umt.edu/masa/>

3.2 Join Professional Anthropological Societies

As discussed above, graduate students are encouraged to join professional societies and to attend their annual conventions. These organizations are the stepping stones to becoming a professional member of the anthropological community. Attending the organization’s convention provides an opportunity to hear about current research, present your own research, and meet colleagues who will become part of the student’s professional and social network.

Here are a few organizations that you might consider joining.

- American Anthropological Association: www.aaanet.org/
- Montana Archaeological Society: www.mtarchaeologicalsociety.org.
- Plains Anthropological Society: <https://plainsanthropologicalsociety.org/>
- Register of Professional Archaeologists: www.rpanet.org
- Society for American Archaeology: www.saa.org
- Society for Applied Anthropology: www.sfaa.net/
- Society for Historical Archaeology: www.sha.org
- Society for Medical Anthropology: www.medanthro.net/
- American Association of Physical Anthropologists: www.physanth.org/
- American Academy of Forensic Sciences: www.aafs.org/
- Paleoanthropology Society: www.paleoanthro.org/

3.3 Graduate Student Resources

Many other resources are available to graduate students at our university, pertaining to on- and off-campus housing, food, the campus community, parking and transportation, sports and recreation, online registration for classes. The university maintains a very helpful website with links to these subjects and many others. Please access this information at the following website:

<http://www.umt.edu/grad/>.

4. CONCLUSION

We are very pleased to welcome you to the ranks of the graduate students in the program in anthropology at the University of Montana. Please feel free to ask faculty for guidance or assistance. Your successful completion of our program is in our interest and yours. The following five appendices provide details regarding: 1) Useful weblinks; 2) Details on graduate degree options; 3) Researching and writing a thesis/dissertation; 4) Characteristics of an excellent research paper; and 5) Faculty and staff listing. We hope this manual helps you in understanding the requirements of your graduate career. We are happy you have chosen to attend UM and look forward to watching your progress.

APPENDIX 1

Useful Web links

For additional information, the following is a list of web links, largely summarized from the main body of this document:

University of Montana Graduate School:

<http://www.umt.edu/grad/>

University of Montana Graduate School M.A. and Ph.D. Guidelines:

<https://www.umt.edu/grad/current-students/academic-policies/policy-index.php>

Department of Anthropology Graduate School web site:

[anthropology website](#)

Department of Anthropology Faculty and Staff:

<http://hs.umt.edu/anthropology/people/default.phpp>

Montana Anthropology Student Association:

<http://www.umt.edu/masa/>

Graduate School M.A. Thesis and Ph.D. Dissertation submission guidelines:

<https://www.umt.edu/grad/current-students/completing-degree/default.php>

APPENDIX 2

University of Montana Department of Anthropology Graduate Degree Options (Specific Details)

Full admission and provisional admission. The anthropology faculty may recommend that the graduate school consider you for full admission to the graduate program in anthropology if you have an earned bachelor's degree, have a cumulative grade point average of at least 3.0 on a 4 point scale, have a clear statement of purpose and goals, and if your recommendations agree that your professional potential is high. Your academic goals should be compatible with our department's staffing and educational resources.

If you do not have all these qualifications, the anthropology faculty may recommend that the graduate school consider you for provisional admission. If you make up any deficiencies, and if your progress is satisfactory in other areas, you will be promoted to fully admitted status after one or two semesters of study.

Transferring graduate credit. With the approval of the anthropology Chair and the graduate Dean, you may transfer graduate credit from another university, if that university has a graduate program in the discipline of the course you are requesting to transfer. You may transfer up to 9 credits for an M.A. degree and up to 30 credits for a Ph.D. (equivalent to an M.A.). The transfer of credit can only be made after you have been enrolled at University of Montana for at least one semester and have shown satisfactory progress.

The Master of Arts Degree in Anthropology

Students who satisfactorily complete the following core requirements will earn the Master of Arts degree in Anthropology. Unless one of the options listed below is chosen, and its requirements completed, students will earn their degree with the general option.

- Anthropology 500 and 9 credits in additional Anthropology graduate seminars.
- A total 1 to 10 credits in ANTH 597 and/or 599, consistent with graduate school requirements (6 credits recommended).
- At least one methods class numbered 400 or higher.
- One of the following combinations of credit and creative work. The creative work must be successfully presented and defended in an oral examination as required by Graduate School policy.
 - Thesis/professional paper option: A total of 30 credits and a defended research thesis or professional paper.

Non-thesis option: A total of 36 credits, including 3 additional credits in graduate seminars or Internship Experience, and one of the following: a project, report, portfolio, exhibit, or similar scholarly contribution.
Cultural Heritage Option

The Cultural Heritage Option is a way to earn the MA degree in anthropology while focusing on methods and theories related to preserving the culture, heritage, and diversity of all peoples. It is designed to produce professionals in the many areas of culture heritage preservation who are firmly grounded in the fundamentals of anthropology. This is a broad option, which can accommodate students with interests in a variety of areas, including:

- Cultural Resource Management, Historic Preservation, Prehistoric Archaeology, and similar archaeologically focused studies
- Ethnohistory, Tribal Recognition, Culture Preservation, Language Retention, and similar ethnographically focused studies
- Museology, Educational Anthropology, Public Archaeology, and similar areas that focus on interpreting cultures for the general public

The curriculum for students choosing this option is chosen in consultation with an appropriate academic advisor, who will help guide the student toward appropriate classes for fulfilling their goals. Since this option is designed to train professionals, the focus is on practical professional experiences, which may include an internship with an appropriate company or agency. Out of which will emerge a professional paper, exhibit, portfolio, or other original creative work that is used to

satisfy the MA degree requirements. Students who satisfactorily complete one of the following sets of requirements (plans) will earn the Master of Arts degree in Anthropology with the Cultural Heritage option.

Thesis/Professional Paper Plan (30 credits total)

- Anthropology 500, 601, and 602.
- At least 3 credits of Cooperative Education Experience (ANTH 598), or a course providing an intensive field or practical experience (and, in order to satisfy Graduate School requirements, one additional anthropology graduate seminar if the intensive field or practical experience course is not 500 or 600 level). Normally, the thesis or professional project is an outgrowth of this experience.
- A total of 1 to 10 credits in ANTH 599 (Thesis) or 593 (Professional Project), consistent with Graduate School requirements (6 credits recommended).
- At least one methods class numbered 400 or higher.
- A defended Thesis or Professional Paper/Project. A thesis is a document that presents the results of research in which data was gathered or analyzed in order to test a hypothesis. A professional paper consists of a project, report, exhibit, or similar scholarly contribution of the sort produced by professionals in the field of cultural heritage studies; or a scholarly work published in a refereed journal or other reviewed forum.

Non-Thesis (Portfolio) Plan (36 credits total)

- Anthropology 500, 601, 602 and one additional anthropology graduate seminar chosen in consultation with the student's advisor.
- At least 3 credits of Cooperative Education Experience (ANTH598) or a course providing an intensive field or practical experience (and, in order to satisfy Graduate School requirements, one additional anthropology graduate seminar if the intensive field or practical experience course is not 500 or 600 level). Normally, the scholarly work or portfolio is an outgrowth of this experience.
- A total 1 to 10 credits in ANTH 597 (Research), consistent with Graduate School requirements (6 credits recommended).
- At least one methods class numbered 400 or higher.
- A comprehensive evaluation (a defense if the scholarly work or portfolio will satisfy this requirement, otherwise it may be administered as an examination)
- A reviewed scholarly work or portfolio (collection of shorter scholarly works).
- Portfolio Contents
 - A portfolio is a collection of a student's work which represents their educational experiences and development within the context of their graduate education. The portfolio provides a means for the student to present his or her accomplishments and should include the following:
 - The portfolio should highlight the student's mastery of anthropological theories and methods
 - The collection of works in the portfolio should represent a range of abilities and experiences within anthropology

- The anthology of work should represent the student's highest level of research, fieldwork, synthesis and professional presentation
- Each portfolio should be organized digitally (e.g., as a pdf document) or as printed documents, depending on your committee preference. The following is a template to follow for the organization of the portfolio:
 - Title page
 - Table of contents
 - Introduction
 - The portfolio should have as its introduction a statement of the educational goals of the student over the course of earning their degree, the specific courses and other experiences that were undertaken to fulfil these goals, and a listing of the documents or other outcomes produced by these courses and experiences. It is expected that the educational goals will establish a theme for the student's degree that is within anthropology, within the expertise of at least one of the student's committee members, and consistent with the degree option chosen.
 - Curriculum Vita
 - Summary of classes taken with emphasis on specific skills acquired
 - A set of class products (for example):
 - Research papers based on published literature
 - Research papers based on original data collection
 - Research proposals
 - Book reviews or annotated bibliographies
 - Transcripts of interviews
 - Professional posters or slide presentations
 - A video of a presentation
 - A description of related activities
 - Including professional conferences, volunteer work involving anthropological skills, serious study or travel abroad, etc.
 - Personal summary of experience/self-evaluation
 - Additional materials
 - This could include honors, certificates or awards you received
 - Portfolio Assessment
 - A portfolio assessment may be used as a comprehensive exam. The student's committee will determine based on their assessment of the portfolio whether the portfolio satisfies the program requirements without defense, whether an oral defense of the portfolio is necessary, or whether a written comprehensive exam is necessary. The student may also request to hold an oral defense of their portfolio or take a written comprehensive exam in lieu of a portfolio.

Forensic Anthropology Option

In addition to the Graduate School's requirements and Anthropology M.A. core requirements students must meet the following requirements for the Forensic Anthropology option:

- A set of background courses, which ideally will have been taken previously as an undergraduate. At least one course must have been taken in each of these five areas, though it is possible with approval of the student's advisor for one course to count as both a forensic anthropology course and an osteology course. Students who enter the program without having previously completed these background courses must complete them before their MA degree is awarded and should realize that they may need more than the minimum number of credits to complete their MA degree
- Forensic anthropology - a lecture or lecture plus laboratory course covering the principles of forensic anthropology (such as ANTY 314);
- Osteology - a laboratory or lecture plus laboratory course covering skeletal anatomy (such as ANTY 412);
- An archaeological field experience (such as ANTY 413, 466, or a volunteer or paid archaeological field experience);
- General forensic science (such as FS 100 or 400 -- formerly numbered ANTH 286/488) or CJUS 125 or 488;
- Statistics (such as ANTY 401).
- The following five (5) anthropology graduate seminars: ANTY 500, 510, 512, 513, and 515.

Thesis Track: In addition to the core requirements:

- A total of 1 to 10 credits in ANTY 599: Thesis, consistent with Graduate School requirements (6 credits recommended).
- Other appropriate courses as necessary to accumulate a total of 30 credits. ANTY 408 (formerly ANTH 402) is strongly recommended);
- A thesis that makes an original contribution to the field of physical/biological anthropology by applying data to test a hypothesis;
- A defense of the thesis.

Professional Paper Track: In addition to the core requirements:

- A total of 1 to 10 credits in ANTY 593: Professional Project, consistent with Graduate School requirements (6 credits recommended);
- Other appropriate courses as necessary to accumulate a total of 30 credits;
- A professional quality report, exhibit, or other scholarly contribution of the sort produced by professional forensic or physical/biological anthropologists.
- A defense of the professional paper, exhibit, or scholarly contribution.

Portfolio (Non-Thesis) Track: In addition to the core requirements:

- A total 1 to 10 credits in ANTH 597: Research, consistent with Graduate School requirements (6 credits recommended);
- One additional graduate seminar course numbered 500-589, 595, 598, or 600-694;
- Other appropriate courses as necessary to accumulate a total of 36 credits;
- As described above for the cultural heritage option, a portfolio that documents the student's satisfaction of their educational goals and which is reviewed by the student's committee;

- A comprehensive evaluation (a defense of the portfolio will satisfy this requirement - otherwise it may be administered as an examination).

Linguistics Anthropology M.A. Option

The Linguistics Anthropology option is designed for students who wish to pursue studies of linguistics, languages, or linguistic analysis. The department's linguistic anthropology focus is on regional Native American languages, native language revitalization and maintenance, and English as a second language. Please be advised that the Linguistics Anthropology M.A. Option is different than the M.A. offered by the Linguistics Program. See this internet site for more information about the Linguistics Program: <http://hs.umt.edu/linguistics/>

The Linguistics Anthropology Option is primarily oriented toward academic research and most students conduct original research that results in a thesis that is used to satisfy the MA degree requirements. Classes are chosen with advice from an academic advisor to fulfill the student's goals.

Students who satisfactorily complete the following core requirements will earn the Master of Arts degree in Anthropology with the Linguistics option.

- Anthropology 500, LING 570, and 6 credits in additional Anthropology or Linguistics graduate seminars; this total may include 3 credits in an appropriate cooperative education experience (internship).
- A total 1 to 10 credits in ANTH 599, consistent with graduate school requirements (6 credits recommended).
- Four courses from LING 470-475 or 484, if not taken as an undergraduate.

The Ph.D. Degree in Anthropology

The University of Montana Department of Anthropology offers two Ph.D. tracks, including a General Option and a Cultural Heritage Studies and Historical Anthropology track. For the remainder of this document, we abbreviate the latter as the "Cultural Heritage Option". The specifics of these are provided below.

Both the General Option and the Cultural Heritage Option require coursework, a reviewed portfolio, a comprehensive examination, and a defended dissertation. The faculty expects completion of the Ph.D. within three years of earning the master's degree. All students entering the Ph.D. program must have the equivalent of an M.A. degree before they can proceed to Ph.D. status. For students accepted into the program with only an undergraduate degree, they must complete the requirements of an M.A. degree prior to moving into the Ph.D. program. Students initially accepted into the M.A. program can continue into the Ph.D. program, but they must complete the M.A. degree prior to continuing; those students must also apply for the Ph.D. program during the regular application cycle (even though they are extant M.A. students).

The faculty will assign the student a Ph.D. committee chair upon acceptance into the Ph.D. program; and the student, in consultation with the chair, will select at least two more members for the committee within their first semester in the program. The Ph.D. committee chair will guide the

student in choosing appropriate courses and research experiences to accomplish their desired educational outcomes, including serving as the dissertation committee chair. If a student's interests change to the extent that another faculty member would be more appropriate as the dissertation committee chair the student may present a written petition to the Graduate Program Coordinator, who will consult with the student's existing committee chair, the prospective new committee chair, the Department Chair, and any other relevant faculty in making a decision to grant the student's request.

Ph.D. General Option

- **Graduate contract and portfolio.** The student and their Ph.D. committee will formulate a plan of study, in the form of a graduate contract, tailored to the student's specific goals and consistent with Graduate School policy (section D.2000), within the student's first semester of entering the program. The contract will state the student's desired educational outcomes, the way in which the outcomes will be achieved, and the manner in which the outcomes will be assessed. The contract may only be altered with the approval of the student's Ph.D. committee. The student will create and maintain a portfolio of work documenting progress toward fulfillment of the graduate contract
- **Coursework for the Ph.D. General Option** requires 30 credits beyond those required for the master's degree, for a total of 60 credits. At least 20 of these credits must be in ANTY or LING. A maximum of 10 credits in research courses (ANTY 593, 597, 599, 697, 699) may be applied to these 30 credits. No more than 9cr total in any combination of Independent Studies and Internship courses may be applied to these 30 credits.
- **Curriculum.** The curriculum for the 60 credits required for the General Ph.D. Option focuses on a solid grounding in anthropological theory, methods for generating or collecting anthropological data, and methods for analysis of anthropological data. All students must take (or have taken) ANTY 500, ANTY 601, and a course in introductory statistics such as ANTY 401. In addition, at least one course must be taken from each of the areas below. Reasonable substitutions of courses, including courses from other departments and institutions, may be approved by the student's committee.
 - Anthropological theory: ANTY 510*: Seminar in Human Variation & Evolution, 513*#: Seminar in Bioarchaeology & Skeletal Biology, 514*#: Seminar in Paleoanthropology & Evolutionary Analysis, 515: Theory & Methods in Biological Anthropology, 520*: Seminar in Ethnology, 521: Applied Anthropology, 522: Medical Anthropology, 550: Seminar in Archaeology, 551: Seminar in Historical Archaeology, 552: Power, Prestige & Things, 553: Seminar in Evolutionary Archaeology, 600: Issues in Cultural Heritage, LING 570*: Seminar in Linguistics, 573: Language & Culture
 - Methods for generating or collecting anthropological knowledge: ANTY 412: Osteology, 413: Forensic & Mortuary Archaeology, 416: Dental Anthropology, 431: Ethnographic Field Methods, 451: Cultural Resource Management, 466*: Archaeological Survey, 467*: Archaeological Field School, 476: Methods for Native Languages, 495*: Field Experience, 501: Historical Anthropology, 512*: Advanced Forensic Anthropology, 602: Cultural Heritage Policy & Practice; LING 571: Phonetics & Phonology, 575: Linguistic Field Methods, 584: North American Indigenous Languages, 589: Morphology.

- Analysis of anthropological data: ANTY402: Quantitative Ethnographic Methods, 408: Advanced Anthropological Statistics, 452: GIS in Archaeology, 454: Lithic Technology, 455: Artifact Analysis, 513*#: Seminar in Bioarchaeology & Skeletal Biology, 514*#: Seminar in Paleoanthropology & Evolutionary Analysis*; LING 574: Historical Linguistics.

Ph.D. Cultural Heritage and Applied Anthropology Option

- **Coursework.** Students are expected to complete the following course requirements:
 - A total of 30 credits beyond those required for the MA degree (total of at least 60 credits post bachelor's degree).
 - The core course sequence consisting of ANTH 600, 601, and 602 (substitutions possible, as decided in concert with the student's advisor and the Graduate Program Coordinator).
 - At least nine credits in research (ANTH 697) and/or dissertation (ANTH 699). Students may apply up to 10 credits of ANTH 593/597/599 or the equivalent and 10 credits of ANTH 697/699 or the equivalent toward the 60 post-baccalaureate credits required for the degree. After students have earned a M.A. degree they may not enroll in ANTH 593/597/599.
 - Students may not count more than 6 credits in 300-level courses toward the Ph.D. degree.
- **Dissertation Research Proposal.** Before accumulating 45 post-baccalaureate credits and before enrolling in ANTH 699 the student will develop a detailed dissertation research proposal. A funding proposal to an appropriate source may be substituted for the research proposal. At a minimum the proposal should include:
 - The goal of the scholarly work, including hypotheses to be tested;
 - The materials and methods to be used;
 - A significant annotated bibliography or literature review;
 - A completed, but not submitted, University of Montana Institutional Review Board for Human Subjects in Research checklist form if the scholarly work involves living human subjects.
 - A completed, but not submitted, Graduate School Application for Graduation.
- **Dissertation committee.** After completion of the dissertation proposal the candidate will form a dissertation committee consisting of five members who meet the requirements listed in Graduate School Policy (and described above), including one University of Montana -- Missoula faculty member who is outside Anthropology.
- **Comprehensive examination.** Each student will orally present their research proposal at a meeting with their dissertation committee. During this meeting the committee will ask questions designed to assess whether the proposal and the student's background demonstrate the likelihood of successful completion of the dissertation research. The committee will also review the student's portfolio to assess the student's progress toward their desired outcomes. If the student has demonstrated substantial progress toward fulfillment of their graduate contract and is, in the opinion of the committee, prepared to undertake dissertation research, then they will be invited to continue work toward the completion of their dissertation. If deficiencies exist the committee may prescribe remedial action or direct the student toward

graduation with a terminal M.A. degree. However, students may not earn a second M.A. degree in anthropology from The University of Montana by this mechanism.

- Dissertation defense. After the dissertation is completed, the student's dissertation committee will review it and ask the student to defend it following the process described in Graduate School policy (and described above).

APPENDIX 3

Researching and writing a thesis or dissertation in Anthropology

One of the core requirements of most graduate programs is the research project. The program in anthropology at UM is no exception. An M.A. level graduate research project is called a thesis. Usually, the term dissertation is reserved for a thesis prepared for the Ph.D. degree.

Steps in a graduate research project:

- You are assigned an academic advisor when you begin your graduate studies in the department of anthropology.
- Note that the academic advisor is different from the Graduate Program Coordinator. Every graduate program has a Graduate Program Coordinator, who advises all graduate students within that program, and whose signature is required on official forms. The Graduate Program Coordinator is the primary authority on all matters pertaining to degree requirements, and maintains the record of your progress. However, this role is distinct from your academic advisor, with whom you will have a more personal and academic relationship.
- Choose a project, in consultation with your academic advisor. It is crucial that this project topic is one in which your advisor has some expertise, which may be supplemented by the expertise of committee members. If the academic advisor assigned to you at the beginning of your graduate career does not have research interests in your area of study or you would like to choose a different advisor, you should do this prior to beginning your thesis or dissertation research. Please be sure to discuss this decision both with the academic advisor you have decided to leave, as well as the advisor with which you will work. This is an important decision and must be agreed to by all parties (student, former advisor, and future advisor) before the student may proceed with research.
- Choose a thesis committee and have them sign the committee membership form, as discussed in the main body of this document. The Graduate Program Coordinator must also sign this form.
- Write a proposal for your project.
- Submit your proposal to the committee members.
- It is recommended that the student convene a meeting of committee members to review the dissertation or thesis proposal, and to troubleshoot, brainstorm, and enlist their assistance in specific matters.
- Research. Meet regularly with your academic advisor.
- Present a draft of your thesis or dissertation to your academic advisor. Make any changes or additions required and resubmit it. Repeat this step as often as necessary. Clarify if other committee members will want to see drafts of your thesis/dissertation. When your academic advisor (and/or committee) decides you are ready to defend your document, set a time and place for your defense.
- Follow the procedures defined the main body of this document for submission of your thesis to the graduate school prior to the defense.

- Defense. Defend your thesis/paper/dissertation. This will be a meeting of your committee and anyone else you would like present. These can either be open or closed to the public, depending on the student. Typically, defenses are comprised of a 20-45 minute presentation of the research by the student, followed by a 20-30 minute question and answer period. Thesis defenses should not extend more than 60 minutes, while dissertation defenses can be longer.
- After your defense, your committee may have changes/edits to the document. After you have completed those edits, you must file it in its final format with the proper forms at the Graduate School, as defined in the main body of this document. Make sure that the thesis is in the format required by the Graduate School (with an abstract, title page, signatures, etc.). You will submit three copies of the final draft (along with the proper form and fees) to the graduate school.
- Here are some more helpful hints on specific aspects of the processes defined above:

Choosing a research project

The task of choosing a research project is your responsibility, although you should consult with your academic advisor and potential thesis committee members. Your advisor will not choose a project for you. Your project should address a topic that is interesting to you, and familiar to your committee members. Your research must be original. You will gather new data, analyze existing data in a new way, or apply some new principle. A research project is neither a term paper, nor a summary of existing knowledge from the literature.

The most important factor in choosing a thesis project is feasibility. Can you do it in a reasonable amount of time? One semester for research, and one semester writing and defending your thesis is typical. There are many things that affect feasibility. A feasible project is one that is narrowly focused on a single hypothesis. Appropriate collections, specimens, populations, archives, or similar sources of data must be available. Methods must exist for gathering and analyzing appropriate data in order to generate results and draw conclusions.

Writing a research proposal

The proposal (or research design) is a formal part of the process of doing research in anthropology. Its purpose is to communicate your research interests and plans to anybody who needs to know about them, including but not limited to your thesis committee. In many cases, you may need permissions from department heads, campus committees, potential collaborators, curators of museums holding specimens you may want to use, and other potential advisors also need to know what your plans are. As a general rule you should present your proposed research in the best light possible, but stop short of exaggeration. Do not hide or disguise weak sections of your project, because someone may be able to offer suggestions for improvement.

A research proposal usually becomes a brief, preliminary version of the introduction and materials/methods sections of the finished thesis or dissertation.

Individual faculty members will have preferences as to the format of your proposal. In physical anthropology, there is a fairly standard format with the following sections.

- Identification section. Not labeled as a separate section, the identification section usually forms the heading at the beginning of your proposal. Information included in the identification section is:
 - Your name.
 - Your title and institutional address. Most of you can give yourselves the title "Graduate Student" and your institutional address as Department of Anthropology, University of Montana, Missoula, MT 59812.
 - A title for the project. This title should be descriptive of what you are going to be doing. An informative title might be something like: "Dental Wear at the Pocket Road Site (CA-Sac-42)". An uninformative and unacceptable title would be something like: "Research in Biological Anthropology".
 - The date.
- Introduction section. Often labeled "Introduction". This section should include the following information:
 - A statement of what research question you are investigating. Tell what it is that you are hoping to demonstrate with the data you collect for this project. It is good if you can state your research questions in terms of hypotheses to be tested, and best if you can provide null hypotheses that you will try to reject. If you don't know what hypotheses are, you should take a statistics course immediately.
 - An explanation of why your research questions are important. What will the consequences be for our understanding of human beings? What new light can you shed on some controversial issue? Where does your research fit within the overall scheme of your sub-discipline? These and similar questions may be appropriate ones to answer depending on the nature of your project. The purpose of this is to help someone who may not be familiar with your field to understand why this research needs to be done (and perhaps why they should cooperate with you in doing it). Try to frame these explanations in simple language if possible - pretend you are trying to explain your research to your high school biology teacher.
 - A brief statement of why your background qualifies you to do research on this topic. Have you done similar research before? Have you had training in the techniques you will be using? How long have you been interested in these research questions?
- Materials and methods section. Often labeled "Materials and Methods". In this section you explain how you plan to answer your research questions and test your hypotheses. The following information should be included:
 - Materials that will be used. What specimens, archives, people, etc. will you need to examine in order to answer your research question? Where are these data sources located? From which collections or facilities will you need permissions to examine materials they may have? These and/or other questions about the nature of any materials you will use should be addressed.
 - Methods for gathering data. How will your data be gathered? What measurements will you need to take? What instruments will you use to gather your data? How will your data be recorded? Will the data you gather constitute a

representative random sample? These and/or other questions about the manner in which you will collect your data should be addressed.

- Methods for analyzing data. How will your data be analyzed? What statistical techniques will you use to test your hypotheses? Are these statistical techniques appropriate for the type of data you will collect? These and/or other questions about how the data will be analyzed should be addressed.
- Implications section. Often labeled "Implications of this Research Project". In this section you should briefly discuss the conclusions you would draw if you were able to reject your null hypotheses or if you failed to reject your null hypotheses. The purpose of this section is to convince the reader that your research will actually generate some conclusions in the end.
- Bibliography. Often labeled "References Cited". You should include complete references for each citation in the body of your research design. In addition, many research proposals contain a section labeled "Other References", which contains references not cited in the body of the research design, but which the researcher has read and thinks are important. The purpose of the "Other References" section is to demonstrate to the reader that you have done a substantial amount of preliminary research. An "Other References" section is not legitimate in the thesis itself- only in a proposal. The number of references in your bibliography will vary, but the more is better.
- Budget section. Often labeled "Budget". If you are applying to a funding agency, such as NSF, NIH, or the Leakey Foundation, they will want to know how much money you need and what you will spend it on. In this case you should include a budget, itemized in as detailed a manner as possible.

Some helpful hints on choosing a thesis/dissertation committee

Your thesis or dissertation committee assures your research is comparable to the standards for graduate-level research on a nationwide basis. They make suggestions to improve your work. Ultimately, they judge your thesis or dissertation during your defense. Obviously, your graduate committee should be chosen carefully. An MA thesis committee must consist of at least 3 University of Montana - Missoula faculty members. There may be four committee members, but remember, the more people on the committee, the more you must satisfy. A Ph.D. dissertation committee must consist of five members, four of whom are Anthropology faculty. Two of the committee members must be from the Department of Anthropology, while one must be from another department outside of Anthropology. Additional members may be a non-academic professional anthropologist or someone from another university or college.

To formally appoint a thesis/ dissertation committee, you must have the anthropology Graduate Program Coordinator sign the appropriate form, and file it with the departmental administrative assistant who will file a copy with Graduate School.

Doing your graduate research

Normally, your thesis research will consist of collecting some sort of data and/or analyzing it. Remember, you must generate new knowledge. In collaboration with your thesis committee

chairperson (a.k.a. your advisor), you will develop your research program, methods, choose a field site, plan statistical analysis and so on. This is a very collaborative process, so be prepared to meet frequently with your chairperson throughout the research period.

Writing your thesis

Thesis/Dissertation Format

Anthropologists across the sub-disciplines often use the standard format for a scientific paper. This format consists of 6 parts, each with a specific content. The 6 parts of a scientific paper are:

- **Introduction.** In this section you introduce your research question, within an anthropological context. Your research question should be in the form of a testable hypothesis. Setting up the context of a research question normally requires a review of the literature on the subject. Here are some things to present in your introduction.
 - How your subject fits into anthropology in general. How it fits into your sub-discipline. How it fits into theoretical positions within your sub-discipline.
 - What other people have worked on the same or similar subjects, and what these people said. Controversies that exist surrounding this subject. Whether there are alternative explanations for some phenomenon that your subject addresses.
 - The history of ideas on the subject that your research question relates to.
- **Materials and Methods.** In this section you discuss and describe all issues related to how you collected data to test your hypothesis. You should describe what specimens, collections, archives, or other data sources you used. You should describe in detail how you went about collecting your data. You should describe any equipment or instruments you used and any measurements you took. You should describe the statistical techniques and/or other methods of analysis you used.
- **Results.** In this section you present the results of your analysis. This is not the section where you interpret your results. Present your results in the form of raw data, using tables and figures where appropriate. Present the results of any statistical tests you applied to your data.
- **Discussion.** This is the section where you interpret your results. You should thoroughly explore all possible interpretations of your results and how you chose one interpretation over another. You should discuss any problems with your data or results. The basic principle is to try to anticipate and answer any questions a reader might have about your results. Don't try to hide results that don't agree with your interpretation - explain them instead. You should try to present your results in the best light possible, but don't exaggerate them and don't argue beyond what can be supported by your results.
- **Conclusion.** In this section you relate your interpretations of your results to your original hypothesis, and draw a conclusion as to whether it is supported or not. Discuss what your results and conclusions imply for the general issues in anthropology as a whole and within your sub-discipline that you discussed in your introduction. In many cases, you will find that your research raises more questions than it answers. You should discuss these new questions and what research should be undertaken in the future to address them.
- **Bibliography.** In this section you should reference all published and unpublished works cited in your text. You should not include any works that were not cited in your text.

In socio-cultural and linguistic anthropology, it is not uncommon for the format of the thesis to vary from the one described above. Decisions about formatting should be made with your thesis advisor.

Citations and references

All research is based on ideas, knowledge, and data that were generated by previous researchers. Your contribution will be a small amount of additional knowledge in a very specific area. Courtesy, standard scientific practice, and ethics require that you give proper credit to the source of any fact or idea. To fail to do so is plagiarism.

A citation occurs within the text of a document and is a way of telling the reader the source of any data, facts, or ideas that are not the author's own original work. References are the entries in your bibliography. Citations point to references. The difference between a great scholar and a plagiarist is in the thoroughness with which they document the source of the ideas and facts they are using. A plagiarist seeks glory for him- or herself by neglecting to acknowledge the true source of ideas and facts, thereby making it look like he or she was the one who thought up the ideas or discovered the facts. A scholar achieves recognition for his or her ability to gather ideas and facts from a variety of sources and synthesize them with his or her own facts or data.

Graduate programs reward scholars and punish plagiarists. It is ridiculously easy to distinguish between the two. Your strategy, therefore, should be to write in a scholarly fashion. These three principles will help you produce scholarly writing.

- The more sources you use the better. The longer your bibliography the better. In the course of your thesis research, you will probably accumulate a large pile of photocopies, notes, articles, and books that you read at some point. Use as many of the articles and books you read as possible. Look each one over and think about where you could work what this author(s) said into your thesis, or where you could use what this author(s) said to reinforce a point you are trying to make in your thesis. If the author(s) disagrees with you, use them as an example of a different point of view, or set their idea up as something to be tested or refuted by your data. Recognize this principle before you start doing your background library research and apply it to every item of reading you pick up. Soon you will have an enormous bibliography, and your thesis committee will be very proud of you. You not only seem like a great scholar - you are one, because this is exactly what great scholars do.
- Be careful to cite whenever required!
- Be thorough. Try to make sure you cover all points of view and cite them. When you trace the history of an idea, try to go back farther than anyone has ever gone before. Try to pull in references from other fields of science. **Using citations and references**

The general rule is that anything and everything appearing in your paper has to be cited, with the following exceptions. Things that do not need to be cited include the following:

- Data or facts that you collected or generated during the course of the current research project and which are presented for the very first time in your thesis do not need to be cited.

- Ideas that are truly original (thought of by you for the first time ever in the known history of the world) do not need to be cited. Usually this means that the ideas were generated by putting together ideas from several other authors, and are being presented in this paper for the very first time. In this case these other authors should be given credit (cited), and you should word your idea in such a manner that it is clear that you are now presenting an original idea. For example, the wording 'the facts presented in the foregoing analyses suggest that ...', alerts the reader that you are about to propose an idea that you thought of after reading some other documents.
- Explanations or paraphrases, in your own words, of a procedure or idea in another document (which must be cited) do not need to be cited themselves. For example, 'the measurement of cranial length, as defined by Bass (1971) involves using a spreading caliper to measure the maximum distance from the point between the two brow ridges and the back of the skull ...', is an example of an explanation of something defined in a cited document.
- Conclusions drawn from your own data do not need to be cited. Be sure to word your conclusions in such a way that the reader can recognize that these are your original ideas.
- "General knowledge" doesn't need to be cited. There is, however, some debate over what constitutes general knowledge. Most authorities would agree that the type of information learned in public schools in grades kindergarten through 8th grade are general knowledge. Some examples are: "the world is round", "cats hunt mice", "grass is green", and "humans have 2 legs". However, the consensus is that things learned in high school and college are not general knowledge
- When writing a document in a certain field, certain basic facts that are widely known in that field can be considered general knowledge under certain conditions. In physical anthropology you can assume that most people know facts similar to the following, which can be considered general knowledge for biological anthropologists: "the scientific name for humans is Homo sapiens" and "the anatomical name for the thigh bone is the femur". Even in these cases, however, your thesis can be improved by citing and referencing somebody who actually said these facts. Most of these ideas can easily be located in an introductory textbook. It takes little effort to modify the first example to "the scientific name for humans is Homo sapiens (Nelson and Jurmain, 1988:211), then reference the Nelson and Jurmain text in your bibliography.
- Use the appropriate citation and references cited section, as agreed to by your advisor. The list of possible style guides is included in the main body of this document.

APPENDIX 4

Characteristics of an excellent paper

The excellent paper is the standard to which student papers are held, and against which they are compared. Excellent papers are assigned a grade of A, and earn 90% or more of the maximum credit. Papers that do not meet this standard are assigned lower grades and less credit. Excellent papers should be of publishable quality, in that their organization, style, and mechanics would require only minimal editing for acceptance into a publication.

Excellent papers are:

- **Accurate and thorough.** This means that facts and ideas are presented accurately, and the subject is covered thoroughly and completely. The paper anticipates a potential reader's questions about the topic and answers them.
- **Well-sourced.** This is arguably the most important characteristics of any paper. An excellent paper recognizes the contributions of others whose work on the topic has been published. To do otherwise is considered poor scholarship. It utilizes multiple sources (the more the better). Citations are provided for all facts and ideas that are not the original work of the paper's author. Direct quotes are used rarely, and are chosen to illustrate another author's ideas in their own words. See below for more about citations and references.
- **Balanced.** This means that the paper gives an objective and fair treatment of the facts, ideas, and viewpoints being discussed, noting the strengths and weaknesses of each. An excellent paper may be critical of previous work, but avoids unsubstantiated criticism and *ad hominem* attacks on other authors.
- **Creative.** "Creative" in the scientific sense means that the paper goes beyond a mere presentation of facts, but does not mean that any of the information is "made up" or non-factual. In an excellent paper the facts are organized, analyzed, synthesized, or used as the basis of conclusions in ways that are innovative, creative, and original.
- **Mechanically correct.** This means that the paper is free of errors in style, grammar, punctuation, word usage, and spelling. All serious word processors come with spelling and grammar checkers - use them.
- **Well-written.** This means that the paper is clear in purpose, and the writing style utilizes precise nouns, strong verbs, active voice, and correct verb tense. In an excellent paper the material is organized logically, with good transitions between sections and appropriate pacing. The normal English sentence construction of subject - verb - object should be followed whenever possible.

An excellent paper should consist of 4 major sections.

1. The introduction. The introduction should be a clear, interesting, and concise statement of (a) what the paper is about (its "topic"), (b) how the topic relates to anthropology in general and physical anthropology in particular, and (c) why the topic is important and interesting. In a research paper, the hypotheses to be evaluated are presented in this section.
2. The body of the paper. In a formal research paper this section is divided into a "materials and methods" section, a "results" section, and a "discussion" section. For class term papers these sections may be less distinct, but the same material needs to be presented. For a conference paper, the "results" and "discussion" sections are often combined.
 - a. In the materials and methods section of the paper the author reveals where and how he or she obtained the data or ideas that are worked with in the paper. The author also describes the methods, procedures, or approaches that will be used to examine the data or ideas.

- b. In the results section of the paper the author lists the results of their analysis or evaluation of the data or ideas they worked with.
 - c. In the discussion section of the paper the author discusses the implications and meaning of their results. Any factors that may have influenced the results, including the author's own biases, should be discussed.
3. The summary. Excellent papers have a summary at the end. In a formal research paper this is called the "conclusions" section. The summary should briefly restate the goal of the paper, any hypotheses that were tested, the materials and methods used, and the results obtained. Conclusions should then be drawn from the results. In a research paper, the author states whether their hypotheses were supported or rejected. The summary should mention any follow-up work or other work that remains to be done on the topic, yet end with a note of finality.
4. The bibliography. This section may also be referred to as "references cited". References should be provided for all the works cited in the paper, and only the works cited in the paper. See below for a more detailed discussion of references.

Citations and References

A pointer to the source of some information referred to in the text of your paper is called a citation. Correct citation format is crucial. In general, the sciences (such as Anthropology) use a different citation format from the humanities (such as English). Therefore, the format you learned in your English composition classes may be inadequate.

What should be cited? Put simply, every fact or idea should be cited unless it is either (a) general knowledge, or (b) the author's original data, result, conclusion, or idea.

- General knowledge means that you would expect that anyone you walked up to on the street would know the fact or idea. For example, "George Bush was President in 2002", is an item of general knowledge, but "apes brachiate" is not.
- Original data, results, conclusions, or ideas means that were collected, observed, deduced, or thought of by the author of the paper for the first time in the history of the world (so far as it is recorded in the available literature).
- Citation Format: follow the citation format specified in the style guide agreed to by you and your advisor (a list is provided in the main body of this manual).
- References. The entries in your bibliography are called references. References should correspond with the citations in your paper. Follow the References Cited or Bibliography format specified in the style guide agreed to by you and your advisor (a list is provided in the main body of this manual).

APPENDIX 5

List of Department of Anthropology Faculty and Staff

Socio-Cultural Faculty

Campbell, Gregory Gregory.campbell@umontana.edu	Indians of North America, medical anthropology, social epidemiology, demography, ethnic studies, cultural heritage studies, political economy, Native North America (Great Plains, Plateau, and Southwest), cultural resource management, social impact assessment
Greymorning, Neyooxet neyooxet.greymorning@mso.umt.edu	Political anthropology, comparative indigenous sovereignty issues, contemporary Native American issues, Native American language retention, Native North America, Australia, Timor
Haddix McKay, Kimber kimber.mckay@umontana.edu	Demographic anthropology, human behavioral ecology, family systems, marriage and fertility, East Africa, South Asia, international development, Hutterites
Weix, G. G. g.weix@umontana.edu	Social anthropology, ethnographic methods, ethics, religion, gender, ethnology of Southeast Asia, in particular Indonesia, Java and Bali
Quintero, Gil Gilbert.quintero@umontana.edu	Medical anthropology, social and cultural dimensions of drug use, public health, qualitative research methods, Hispanic and Native American cultural groups

Archaeology Faculty

Dixon, Kelly kelly.dixon@mso.umt.edu	Historical archaeology in the Great Basin and western North America, public archaeology, forensic archaeology, African American archaeology, industrial archaeology, environmental archaeology, architectural history, frontier and industrial communities and landscapes
Douglas, John john.douglas@umontana.edu	Computer field methods, artifact interpretation, regional systems and exchange, historical archaeology, social change, Greater Southwest, France, Amazon Basin

Foor, Thomas
thomas.foor@umontana.edu

North American Great Plains, Great Basin and Plateau and northern European prehistory, methods and techniques of field archaeology, cultural resource management quantitative methods, museology

MacDonald, Douglas
Douglas.macdonald@mso.umt.edu

Prehistoric archaeology, stone tool analysis, evolutionary theory, CRM, Yellowstone prehistory

Prentiss, Anna
anna.prentiss@umontana.edu

Archaeological methods and theory, hunter gatherers, lithic technology, cultural resource management, North America and North Pacific

Linguistics Faculty

Applebaum, Irene
Irene.applebaum@umontana.edu

Evolution of the sound structure of language; conceptual history of phonetics & phonology; foundations of speech perception; meta-theory of language and linguistics

Miyashita, Mizuki (linguistic anthropology)
mizuki.miyashita@mso.umt.edu

Native American languages, Tohono O'odham, Blackfoot, Japanese linguistics, Language maintenance, Phonology, Optimality theory, Phonetics-Phonology, Prosody, Phonology in second language acquisition

Thibeau, Tully
Tully.thibeau@umontana.edu

Applied linguistics, generative grammar and second language acquisition, resources in classroom grammatical development, training teachers of English to speakers of other languages (TESOL), cross-linguistics variation

Bar-El, Leora leora.bar-el@umontana.edu

Tense and aspect systems Verbal number Indigenous languages of North America Salish languages Algonquian languages Semantic fieldwork methodologies English dialectology Montana dialects of English

Biological/Physical Faculty

Skelton, Randall
randall.skelton@umontana.edu

Human and primate evolution and anatomy,
forensic anthropology, forensic science, multivariate
statistical methods

Meradeth Snow
meradeth.snow@umontana.edu

Anthropological genetics with a speciality in ancient DNA

Kirsten Green Mink
Kirsten.green@umontana.edu

Adjunct Assistant Professor, Biological Anthropology

Adjunct Faculty

Kerr, Garry (physical anthropology)
akitadog@selway.umt.edu

Forensic anthropology, food and culture, cross-
cultural studies of human sexuality, casting and
facial reproduction

University of Montana Anthropology Collections Facility (UMACF)

Curator: C. Riley Auge
406-243-4918
cynthiaRiley.Auge@mso.umt.edu

Emeritus Faculty

Smith, Charline
Weist, Katherine
Thomas Foor

Anthropology Administrative Assistant

Cheri Ferguson
(406) 243-2693
cheri.ferguson@umontana.edu

Anthropology Grants Administrator

Jodi Todd
jodi.todd@umontana.edu