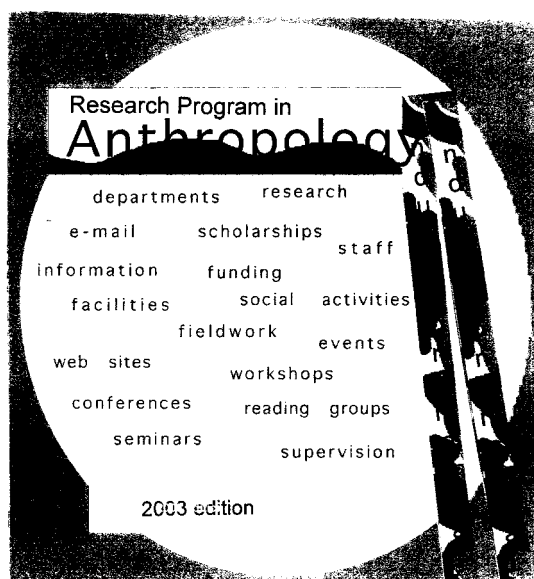


Research Program in

Anthropology

Induction
Manual for
Graduate
Students

2003 edition



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Induction Manual for Graduate Students

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1. INTRODUCTION: ANTHROPOLOGY AT THE AUSTRALIAN NATIONAL UNIVERSITY

Welcome to the Research Program in Anthropology at The Australian National University. Congratulations on your successful application.

The Australian National University is one of the leading centres for the study of anthropology in the region and while working on your research degree you will be working with some of the leading scholars in the areas of Australian, Pacific and Asian studies. However, the strength of anthropology at ANU has also depended upon the large, active and varied body of committed graduate students it has succeeded in attracting. You are now a valued part of that student body.

The Research Program in Anthropology will provide you with a forum for regular academic and social interaction with other research students working on contemporary issues in anthropological theory and ethnography.

The purpose of this manual is to provide an overview of the Research Program in Anthropology and its associated departments and centres, and to provide you with more general information about life as a research student at the ANU. The manual has been written specifically for research, rather than coursework, students. Please read it carefully—it has been designed to address the issues that are of most pressing concern to graduate research students. It should, though, be read in conjunction with the Graduate School's more general manual, the *Postgraduate Research Guide* (available on the School's website, at <http://www.anu.edu.au/graduate/pubs/PRG.pdf>)

1.1 The Research Program in Anthropology

You are now a member of the **Research Program in Anthropology**. At the Australian National University, graduate teaching and research is organised into a number of such programs, all of which are coordinated by The Graduate School (see 1.3). The purpose of our Research Program is to coordinate graduate studies and to facilitate academic and social interaction among research students working in the discipline of anthropology. This coordination is particularly important in disciplines such as ours where graduate students are located in more than one department or centre.

At a more inclusive level within the Graduate School, there are Graduate Programs associated with the new ANU National Institutes: the National Institute of Social Sciences, National Institute of the Humanities, National Institute for the Environment, etc. These Programs are still at an early stage of development and it is not yet clear how big a role they will come to play in the training of students in disciplines such as Anthropology which have active cross-campus programs of their own. It is clear that some of the new programs will be offering seminars and workshops on particular topics and research techniques which will be of interest to students in anthropology,

and we will be directing students to these where appropriate. For further information about these programs, see <http://www.anu.edu.au/graduate/programs/>

Each Graduate Program or Research Program has a **Convenor or Coordinator**—usually a member of academic staff in the program area. The Coordinator of the Research Program in Anthropology is an important source of guidance and support (both academic and personal) for graduate students in all departments and centres. Do not hesitate to contact the Coordinator if you have any problems relating to your graduate study. The Coordinator of the Anthropology Program for 2002-2003 is **Alan Rumsey**. His office is in the Coombs Building, room 7223, tel. **6125-2365**, email **alr@coombs.anu.edu.au**

The Research Program in Anthropology is governed by a **Board of Studies**, comprising academic staff from all the program's associated departments and centres, plus student representatives. The board meets several times each year. If you have any issues you want raised with the Board of Studies, contact either your student representative or the Program Coordinator. The Coordinator calls regular meetings with students to discuss issues involved in running the Program. These are often held shortly before the Board of Studies meetings so student views can be put forward at those meetings.

The Research Program in Anthropology has a small budget (\$6,200 in 2002) provided by The Graduate School to assist with administration and other costs involved in running the program. Much of this is used to fund events bringing together students from across the program. These events may be primarily social in nature (beginning-of-year welcome, annual cricket match, Christmas party) or academic (workshops on topics of interest graduate students). In 2003 the Program will be holding an Induction Day for new students at Old Canberra House 4 April, and a weekend retreat at Silver Wattle Conference Centre near Bungendore on May 17-18. (For details of other activities offered by the program, see sec. 3.3).

1.2 Academic Departments/Centres and the Research Program

As a graduate student of anthropology, you are a member of the Research Program in Anthropology, but you are **enrolled as a student in one of the schools, departments or centres**. The ANU is unusual in that any discipline one can think of is represented in two or more different academic units. (The converse also holds on a more limited scale, since many academic units involve different disciplinary specialists.) However, since the difference between departments, centres and schools* is relevant neither to their status as budgetary and administrative units within the ANU's rather complex structure, nor to their role within the Research Program, it will be convenient to refer to all departments and centres as "departments," and to the head or director of one of these as HoD.

* An exception here is the use of 'school' in the name of the Research School of Pacific and Asian Studies, which *includes* the Dept. of Anthropology (RSPAS), whereas the School of Archaeology and Anthropology is a disciplinary unit within included within the Faculty of Arts.

The main departments associated with the Anthropology Research Program are:

- **School of Archaeology and Anthropology, Faculty of Arts, AD Hope Building** ("the faculties department"): this is a research and teaching department of the sort found in most universities. Its specialist anthropological research areas include Australia, Southeast Asia, Papua New Guinea and India. There are over 800 undergraduate anthropology students and about 70 graduate anthropology students in this department. While most of the graduate students are enrolled in anthropology degrees and hence are members of the Research Program in Anthropology, some are involved in bio-anthropology and archaeology degrees. Archaeology students are members of the Graduate Studies Program in Archaeology and Palaeo-anthropology, while bio-anthropology students are divided between this program and the Anthropology Research Program according to their specific topics.
- **Department of Anthropology, Research School of Pacific and Asian Studies, Coombs Building** (the "RSPAS department"): this is primarily a research department, specialising in East Asia, Southeast Asia, Papua New Guinea and the Pacific. It enrolls only anthropology graduate students, selecting students with a view to the overall research priorities established within the Research School. There are approximately 45 graduate students in this department. This Department is part of the Division of Society and Environment (there are several Divisions within RSPAS), which also includes the Departments of Linguistics and Human Geography, the Contemporary China Centre, and the Resource Management in Asia Pacific Program. It is possible for Anthropology research students to be involved with these other parts of the Division.
- **Gender Relations Centre, Research School of Pacific and Asian Studies, Coombs Building (GRC)**: Since its inception as a project in 1992, the Gender Relations Centre has explored how indigenous histories, colonial influences and contemporary developments have interacted to reconfigure the patterns of gender and sexualities in the two regions. To date the centre's major themes have been: maternity, fertility and women's health; sexualities and sexual identities; gender, nationalism and citizenship; and gender and ethnicity in migration. Over the next few years, the centre will be developing several new research themes, including: gender, sexuality and globalization in Asia and the Pacific; masculinities in the Pacific and Asia; gender, primary health care and HIV/AIDS in the Pacific; gender and environment in Asia and the Pacific; remembering gender and race in history, photography and cinema: Asian and Pacific Comparisons.
- **Centre for Cross-Cultural Research (CCR)**: The CCR is an Australian Research Council Special Research Centre which is dedicated to the enrichment of scholarly and public understandings of cross-cultural relations and histories. The Centre's research is undertaken within the following five areas of scholarship: interrogating concepts of the cross-

cultural; postcolonialism, history and memory; the cultural impact of migration to Australia; visual research, new media and technology across cultures; and cross-cultural perspectives on contemporary art and society. In addition to the five programs, four research platforms have been explicitly articulated that operate across the programs and facilitate and add value to the Centre's research across the board: comparative and cross-disciplinary research; new media; innovative graduate training; and national and international linkages.

- **Centre for Aboriginal Economic Policy Research, another independent research centre (CAEPR):** CAEPR is a multi-disciplinary social sciences research centre, with a primary focus on Indigenous Australian economic policy and economic development issues, including native title and land rights, social justice, and the socioeconomic status of Indigenous Australians. Its mission is to be a world-class centre undertaking research on Indigenous economic development issues, with strong links both to the Indigenous community sector and the bureaucracy, and combining academic excellence with policy relevance and realism.
- **The Resource Management in Asia-Pacific Program (RMAP):** RMAP is the main vehicle through which the Research School of Pacific and Asian Studies participates in the newly-established National Institute for Environment at the ANU (see sec. 1.1). The RMAP Program's mission is to establish itself as the focal point in a regional network of institutions which undertake or use research on the social, political, economic, and ecological aspects of environmental and resource management issues in the Asia-Pacific region. The principal resource 'sectors' of interest to the Program are agriculture (food crops and export crops), forestry, fisheries, mining, petroleum, conservation, tourism, resource tenure, water and energy. The Program's academic staff and Visiting Fellows are appointed on the basis of their qualifications in specific disciplines, and include several anthropologists.
- In addition, there are anthropologists on the academic staff elsewhere at ANU, such as the **National Centre for Epidemiology & Population Health (NCEPH)**, the **Centre for Resource and Environmental Research (CRES)** and the **Division of Pacific and Asian History** in the Research School of Pacific and Asian Studies. For a full listing, see the appendix at the end of this Manual.

NB: It is crucial that you understand from the start the differences between the Anthropology Research Program and the department in which you are enrolled, and the functions of each with respect to you as a graduate student. In particular, your course requirements (including Annual Report and progress review procedures) and entitlements (including resources and fieldwork funding) are the responsibility of your department and not of the Anthropology Research Program as a whole. This means that both requirements and entitlements for graduate students may vary

somewhat across the program. However, the various departments in the Anthropology Research Program work hard to keep such differences to a minimum.

It is your department, then, which is responsible for most day-to-day issues affecting you as a graduate student. As well as taking responsibility for your course requirements, it will also provide you with basic resources (room, computing facilities and so on). Queries about both entitlements and resources are thus better directed, in the first instance, to your HoD. For students in the RSPAS Department the RSPAS Human Resources Manager and the Associate Director are also closely involved in student affairs and are very important additional points of contact.

The Research Program, on the other hand, aims to provide an intellectual and pastoral environment within which students can thrive. The Board of Studies considers applications for admission to the program, channeling them to the most appropriate department or centre, monitors student progress, and organises activities such as the induction seminars and the weekend retreat. Perhaps most importantly, however, it acts to safeguard and promote the well-being of all students in the program. If you are unable to resolve any problem or sort out any query at the departmental level, the Program Coordinator should be your next port of call.

1.3 The Graduate School

The university's various Graduate Programs are managed by The Graduate School (6125 5992), which has its own Dean. The Dean of the Graduate School is available for advice on issues or problems you cannot resolve satisfactorily at either the departmental or Research Program level. The Graduate School also provides a range of support and advisory services for graduate students, and issues regular occasional papers on matters of interest. The *Postgraduate Research Guide* (see <http://www.anu.edu.au/graduate/pubs/PRG.pdf>) is an essential guide to administrative matters affecting graduate students. Make sure you have a copy!

2. GETTING STARTED

2.1 Enrolment

Your offer letter will advise you of dates when you must attend the university in person to complete your enrolment. It will also set out the documentary evidence that you are required to present when you enrol. You should make an appointment to attend the Research and Scholarships Office (6125 5949) on your day of enrolment. This office formally enrolls you and issues you with *Guide for Postgraduate Research Students and Supervisors*. Your course and scholarship (if you have one) start from the date of your enrolment. A General Services Fee must also be paid. (International students may have other fees.) Once you have paid this fee you will receive a student card, which also functions as your library card.

2.2 Induction and orientation

Once you have formally enrolled, you should see the administrator in your department with responsibility for graduate students. That person will arrange:

- Allocation of an office/work-space.
- Introduction to other students and relevant members of staff.
- Advice about photocopying, computers and administrative procedures in the department.
- Advice about setting up an email account.

You should also, at this point, arrange to meet with your provisional supervisor (see 5.1) and your HoD. These people will provide you with:

- Advice about Departmental and graduate seminars.
- Advice about your rights and responsibilities as a research student (see 5.2).
- Initial discussion about the composition of your supervisory panel (see 5.1).

Different departments will have specific procedures for the induction of new students. For example, RSPAS students have an induction meeting in the department, at which point a *PhD Student Information Booklet* is handed out.

Within a week or so of arrival you should make an appointment to see the Research Program Coordinator (currently Alan Rumsey; see 1.1). The Coordinator will add to the academic advice already received from your department and will also fill you in on both academic and social events run by the Program during the year. The Research Program in Anthropology runs several induction events early in the year. If you arrive at the beginning of the year the Coordinator will also tell you about university-wide induction programs for new graduate students. These are usually organised by the Graduate School.

The International Education Office (6125 4643) runs an orientation program very early in the year for international students.

Each department will arrange for you to have an email account. Once you have an email address, it is a good idea to subscribe to 'Anthrograd', the discussion list run by anthropology students (see 14.2 for instructions). This will enable you to find out about seminars, special workshops, social events, accommodation available, cars for sale and much else besides.

3. COURSE REQUIREMENTS

3.1 PhD thesis

The Degree of Doctor of Philosophy Rules (*Postgraduate Research Guide*) state that candidates are required to:

- carry out independent research involving a comprehensive study of a scope and size that could normally be expected to be completed in the equivalent of 3 years' full-time study;* and
- make a substantial contribution to learning and demonstrate a capacity to relate the research done by the candidate to the broader framework of the discipline.

The rules also state that the thesis must be an original work which sets out an account of the research you have done during your course; where the research covers more than one topic the relation between the topics must be demonstrated. The University's information paper on the submission of PhD theses (160/1992) also states that the thesis must be a "connected piece of writing". PhD theses must be no longer than 100,000 words (this is strictly enforced!). It is worth noting that the information paper on PhD theses (160/1992) states that "a thesis can and normally should be considerably shorter." Anthropology PhD theses are most often based on intensive fieldwork.

3.2 Master of Philosophy (MPhil) thesis

MPhil theses must be no longer than 60,000 words. To qualify for admission to the degree, a candidate "is required to demonstrate ability to carry out, under guidance, research of a high standard, and to relate the research to the broader framework of the discipline within which it falls." The examiners are asked to ensure that a candidate "has a thorough understanding of the relevant techniques in the field demonstrated both by their application and thorough review of the literature; has managed to demonstrate competence in the chosen field through judicious selection and application of methods to yield fruitful results; has the capacity critically to evaluate these results and has the capacity to present well written work." Extensive field research is less frequently undertaken for an MPhil.

3.3 Seminars and workshops

In early April there is a welcoming meeting for all incoming anthropology students in the program. During first semester there is a weekly seminar series on anthropological theory for all incoming research students in Anthropology to help them prepare for their research. The convenors of this series for 2003 are Christine Helliwell (School of Archaeology and Anthropology, The Faculties) and Mark Mosko (Dept. of

*It is generally accepted, however, that anthropology PhDs often take up to four years because of the time needed to conduct adequate field research.

Anthropology, RSPAS). There will also be several workshop and seminars concerned with questions of methodology and ethics and their relation to theory and the formulation of research issues in anthropology.

Research students are also expected to attend the two other anthropology seminar series, and to participate in the discussion at these seminars. One of these, the 'Interdepartmental' Seminar is held on Wednesday morning (9.30) in the Coombs Building; the papers in this series are mostly by staff, both ANU and visiting, but students are welcome to present papers in it as well. Programs for this seminar series are distributed at the beginning of each semester. The other series, the 'Postgraduate' seminars, are held on Friday afternoon (3.00 pm) in the AD Hope Building. Although staff attend these seminars, they are organised and chaired by graduate students, and almost all the papers are by students. Programs for the Friday seminar series are distributed throughout the semester. Both these seminars provide an important opportunity to keep abreast of ethnographic and theoretical developments in the discipline.

Thesis writing workshops are also held on a regular basis. Students who are at the writing-up stage are expected to participate in these workshops both by submitting draft chapters for discussion and by providing constructively critical comments on other students' work.

The Board of Studies regards it as a grave mistake for students to assume that seminars on topics that seem remote from own their own research interests are of little value to their degree. Anthropology is an inherently comparative discipline, and it is only by exposing yourself to discussion and debate about a broad range of research topics that you will become able to see and articulate what is of the most general significance about your own.

4. THE RESEARCH TIME-LINE

Good management of time is essential for successful completion of a PhD or Master degree course. Invest some time early on in planning how you will manage your time. This is particularly crucial for students undertaking a substantial period of fieldwork for whom time can easily be lost if they do not move quickly to make the necessary arrangements. The following PhD timeline is proposed as a guide.

- | | |
|-------------------|--|
| 0 months | <ul style="list-style-type: none"> • Commencement. You should already have a broad topic area and research problem identified. |
| 0-1 month | <ul style="list-style-type: none"> • Meet with your provisional supervisor, HoD and Coordinator of the Research Program for orientation and discussion of topic and supervisory panel. • Enrol in language courses if necessary. |
| 1-4 months | <ul style="list-style-type: none"> • Finalise your "details of candidature", including the composition of your supervisory panel and the topic for your thesis. • Go to University Health Service to discuss vaccinations etc. • Prepare and submit research/visa applications. |

- Participate in the induction seminar series
 - Prepare detailed statement of topic.
 - Undertake initial review of literature.
 - Monitor progress on research/visa applications.
 - Prepare and submit application for fieldwork funding.
 - Determine if your research will require ethical clearance.
 - Seek any specialist advice within and beyond the Program (eg. statistical advice).
 - Finalise literature review and language training.
- 4-8 months**
- Prepare and deliver pre-fieldwork seminar.
 - Obtain visas and make travel arrangements.
 - **Fieldwork.**
- 8 -26 months**
- Organise fieldwork data.
- 26 -30 months**
- Undertake Progress review.
 - **Commence first draft** of thesis.
- 30 - 42 months**
- Complete first draft of thesis
- 42 - 48 months**
- **Finalise thesis** and submit

PhD students on scholarships should note that while the course is likely to run for up to four years, scholarships are typically provided for only three years. Limited extensions may be possible in exceptional circumstances, usually for an additional six months only. You should also note that obtaining a scholarship after commencing your course does not extend it—that is, your scholarship must end at the same time as your original course end date.

5. SUPERVISION

Having a supervisor with whom you can work effectively makes an enormous difference to your quality of life and effectiveness as a research student. It is worth spending some time early on ensuring that you have an effective and balanced supervisory panel. There is no need to rush into this, though you should aim to have a full panel in place within about four months of your commencement in the Program.

Gail Craswell, *This unfathomable thing called supervision: negotiating better working relationships with supervisors*. The Australian National University Graduate School Occasional Paper GS96/4. Highly recommended.

5.1 Appointment of the supervisory panel.

All research students must have a **supervisor** plus at least two advisers for PhD students and one adviser for Master degree students. There may also be two people serving as your joint supervisors. Together, these people make up the supervisory

panel. When you were recommended for acceptance to the MPhil or PhD course, the department which agreed to accept you nominated a provisional supervisor for you. This is usually the member of academic staff who has shown most interest in your work, and is very often someone with whom you have already had some contact. This person, along with your HoD, will assist you in the formulation of your topic and in finalising the membership of the supervisory panel. While you are under no obligation to accept the provisional supervisor as your permanent supervisor, in most cases they are the obvious choice in terms of interest and expertise in your chosen area of research.

Ordinarily, your permanent supervisor will be an academic member of staff in the Department in which you are located. Preferably, your supervisor should have expertise in your area of research—not only regionally but also theoretically. However, this is not absolutely essential, and if you think that you could work most effectively with someone who does not fall into this category do not hesitate to have a chat with that person. Bear in mind that some students feel constrained by working with supervisors whose work is too close to their own. Feel free to discuss issues relating to the selection of your supervisor with your HoD, with the Coordinator of the Research Program and, if you are student in RSPAS, with your Divisional Convenor. You are encouraged to be pro-active in the selection of your supervisory panel.

Every student works differently and so does every supervisor. Consequently it is advisable that you sit down with your supervisor at the very beginning of your course and work out together some “ground rules” on how you want supervision to proceed. Keep in mind that your relationship with your supervisor is likely to vary according to which stage you are at in your research degree. Things that might be thrashed out at this point include

- How often you should meet and what form these meetings will take.
- Whether your supervisor should set deadlines or whether you should work at your own pace.
- Whether your supervisor is happy to have you drop in for quick “chats” or whether he/she prefers to see you less often for more substantial discussion on written work you have provided.
- Whether it would be useful to meet occasionally with the full panel.

The role of the advisers is to provide you with wider contacts and to broaden the expertise of the panel. Here, once again, relevant regional and theoretical expertise is desirable, but supervisory panels can also benefit from the presence of someone who brings an informed “outsider’s” perspective to your research project. In the early months of your course it is a good idea to meet with a wide range of academic staff members in the Research Program with a view to selecting your advisers. Advisers can also be members of academic staff in other Departments (geographers, historians, linguists, political scientists or even economists!) or people working in other institutions.

If at any stage you wish to change supervisor or adviser you are entitled to request a change, even if they are not happy about it. You can also add additional people to your panel if you feel this will assist you. Discuss it with your HoD. The Coordinator of the Research Program may also provide advice on supervisory problems and changes. If you are not comfortable about discussing your problem with these people (perhaps they are on your panel!) you should talk to the Deputy Dean in the Faculty of Arts or the Associate Director in the Research School of Pacific and Asian Studies. The Graduate School may also be able to provide advice and assistance. You should also note that supervisory problems can be raised as part of your pre-fieldwork review, your annual reviews or your progress review (see 7.1-7.3). Don't let supervisory problems drag on; it is in everyone's interest that they are resolved as quickly as possible!

5.2 Role and responsibilities of the student

Creating a positive working relationship with your supervisor involves some responsibilities on your part. These include:

- Setting reasonable deadlines and sticking to them.
- Staying in touch and keeping your supervisor and adviser informed of your progress, especially when you are having problems. You should also maintain regular contact while you are on fieldwork—ask your supervisor how he/she would like to manage this.
- Making your expectations clear.
- Providing written work in a format that is readable. Use your spell-checker before you submit your work!
- Maintaining professionalism by not being overly sensitive about criticism or disagreement.
- Being willing to discuss and review any problems that may emerge in your relationship with your supervisor.

5.3 Role and responsibilities of the supervisor

Your supervisor has primary responsibility for overseeing your work. This includes:

- Being prepared to meet with you regularly.
- Ensuring that your proposed topic meets the degree requirements.
- Recommending any necessary coursework or language training.
- Advising you on the procedures for obtaining research permission.
- Facilitating relevant contacts and arranging introductions.
- Recommending reading material.
- Providing ongoing constructive criticism and guidance on research proposals, grant applications, literature reviews, seminar papers, draft chapters etc.

- Providing prompt feedback on drafts of thesis chapters and seminar papers.
- Monitoring your progress to ensure that you are pursuing the course satisfactorily.
- Being willing to discuss and review any problems that may emerge in your relationship.

5.4 Roles and responsibilities of advisers

Your relationship with your adviser(s) is much less clearly defined than your relationship with your supervisor. However, roles and responsibilities of advisers include:

- Being prepared to meet with you every now and then.
- Facilitating relevant contacts and arranging introductions.
- Recommending reading material.
- Providing feedback on drafts of thesis chapters and seminar papers.
- Being willing to discuss and review any problems that may emerge in your relationship.

Once you have sorted out who your advisers will be, it is a good idea to work out with each of them exactly what form you want your relationship to take.

6. SELECTION OF TOPIC

It is very important to decide upon a topic as soon as possible after the commencement of your course. Your application will have identified a broad area of research, but you will probably need to refine this into a specific topic in the first few months of your course. A number of strategies can be helpful in doing this:

- Discussion with academic staff and fellow research students.
- Review of literature, including theses already submitted in the Department.
- Attending seminars.

Of course, there is considerable room for modifying and refining your topic as your research proceeds, but it is important that your first year of research has a well-defined focus so that you can structure your research appropriately. You should also ensure that your topic is realistic and achievable. Issues to consider include:

- Is access to your chosen field site realistic, or is it possible that negotiating permissions etc. could result in unexpected delays?
- Will you be able to cover the topic within the normal period of fieldwork?
- What language proficiency will the topic entail? (Don't be overly confident that you will be able to "pick up the language" in the field.)
- Does the topic entail undue health or other risks to your personal safety?

- Is there some existing material on the topic that will give you something to respond to? (It can be exciting working in a brand new area, but it can make it hard to give your thesis a focus if there is no existing material to engage with.)
- Will the topic require prolonged historical/archival/documentary research? Is this realistic given your time constraints?
- Will the topic require some expertise in another disciplinary area (eg. philosophy, sociology, history). Is this realistic?
- Does the topic raise legal or ethical issues that may be difficult to resolve?
- Is the topic feasible given the level of funding that you expect to receive?
- Will the topic involve working relations with other institutions or organisations? Is this practical?

Once you have a clearly defined topic it is probably worthwhile to prepare a brief written statement setting it out. This could well form part of your pre-fieldwork seminar.

7. ACADEMIC PROGRESS

As a graduate research student there are a number of formal course requirements that you must meet. The aim of these is to ensure that you are making satisfactory progress in your course and to provide some formal procedures for feedback, comment and, in the case of seminars, peer-review. Some of these requirements are set by the Graduate Degrees Committee for the entire university, while others **are set by your Department**, so they may vary somewhat across the Research Program. In fact, though, course requirements are very similar across the program. In addition to the Induction Seminar series in which all students participate (sec. 3.3.), there are three forms of individual review for each student. These are described below.

7.1 Pre-Fieldwork Review

Prior to final approval being given for you to depart on fieldwork, all departments require that you present a pre-fieldwork seminar as part of a pre-fieldwork review. These are usually presented in the Friday afternoon Postgraduate seminar series (see sec. 3.3) although you may, if you choose, present it in the joint departmental Wednesday seminar series or even in a specially convened one-off seminar. Your full supervisory panel should be present at the seminar, so make sure that you give them adequate notice. Presentations usually run for about one hour with up to one hour more for questions and discussion. The pre-fieldwork seminar should be presented as a formal academic seminar and should cover a number of areas:

- An outline of your research topic, with some detailed discussion of the particular aspects of the topic that you are planning to explore.
- A review of relevant theoretical and ethnographic literature, highlighting some of the main arguments with which you are hoping to engage.

- A summary of your proposed methodology which demonstrates that it is realistic and appropriate to your selected topic.

Departments also require some more detailed discussion of your research proposal with your HoD and/or your supervisory panel. This usually takes place after you have presented your seminar. Your supervisor will advise you of the outcome of your pre-fieldwork review. If your review is held to be inadequate by the supervisory panel and/or HoD you may be required to undertake further preparation before being permitted to undertake fieldwork.

You should check with your supervisor and HoD regarding any other departmental requirements that you must meet in your pre-fieldwork review.

7.2 Annual reports

Each year, every PhD student must lodge an Annual Report. Report forms are sent to you around the anniversary date of your enrolment. You will need to make a brief statement on your progress, future plans and any problems that you are experiencing. The Annual Report provides an opportunity to raise supervisory and any other kinds of problems you may be having, and also to check that the details of your candidature (panel membership, topic etc) are correct. You should note that this is not a progress review and there are no negative consequences if you identify difficulties you are having. The Annual Report can provide an opportunity to identify impediments to your academic progress which may come to be relevant if you apply for a scholarship extension. Brief statements are also made by your supervisor and your HoD. Note that Annual Reports must be submitted even if you are on fieldwork. Make sure that you make arrangements for the report to be sent or forwarded to you.

Master degree students are not required to submit annual reports.

7.3 Progress Review

A progress review is required for each PhD student, normally at the “mid-point” of the course. Students undertaking an extended period of fieldwork usually undertake the review when they return from fieldwork, possibly some time after the mid-point in their course. The aim of the progress review is to ensure that students are on track in the research program and to provide an opportunity for detailed post-fieldwork feedback and discussion. Students are usually required to present a seminar paper as part of the progress review. These are normally presented in the Friday afternoon seminar series although you may, if you choose, present it in the joint departmental Wednesday seminar series, or even in a specially convened one-off seminar. Your full supervisory panel should be present at the seminar, so make sure that they are given adequate notice. Presentations usually run for about one hour with up to one hour more for questions and discussion. The progress review seminar should be presented as a formal academic seminar and should cover a number of areas:

- A detailed re-statement of the topic of the thesis, with some discussion—if necessary—accounting for any departure from the original topic.

- The theoretical approach to be taken in the thesis, with some discussion of how this specifically relates to your topic.
- A summary of the main fieldwork findings, demonstrating their relationship to the theoretical framework and existing literature.
- A summary of the proposed structure of the thesis.

As part of your progress review you are also required to provide each member of your panel and the HoD with a provisional outline of the entire thesis and a written paper (this may be your seminar paper) which includes discussion, in the light of your fieldwork, of the theoretical issues raised in your pre-fieldwork seminar. You must also meet with your entire panel and the HoD to discuss your progress in the light of your seminar and written work.

You should check with your supervisor and HoD regarding any other Departmental requirements which you must meet in your progress review seminar.

8. FIELDWORK

Almost all PhD theses and some MPhil theses in anthropology are based on an extended period of fieldwork. This is usually not more than one year for MPhil students, and eighteen months for PhD students.

8.1. Ethics

The ANU formally requires all research involving human participants, including interviews, questionnaires, surveys and observation, to be considered by the Human Research Ethics Committee (HREC), which determines whether a proposal is acceptable on ethical grounds and conforms to the National Statement on Ethical Conduct in Research Involving Humans (1999). The approval of the university's HREC is required before students are permitted to undertake research. This is an important step, and you should consult with your supervisor early on in your course with a view to beginning the process, directions for which are set out at <http://www.anu.edu.au/rso/Ethics/human.html> (which also provides the text of the National Statement).

More generally, when you are planning and undertaking fieldwork you should be aware of the University's commitment to responsible and ethical fieldwork practices. Remember that as a fieldworker *you* will be the subject of the most detailed observation and scrutiny.

In some cases organisations or individuals in your fieldwork community may seek the right to review or edit your work prior to submission or publication. They may also seek to place restrictions on the public accessibility of your work. If these situations arise you should discuss them in detail with your supervisor before entering into any agreement. There may be occasions of this type when you would be wise to seek legal advice.

Some countries, as a condition of research permission, require that you lodge copies of published papers, theses, etc at a specified cultural centre or research unit. It is important to abide by this expectation as failure to do so can affect future students' applications and the reputation of anthropologists in general.

8.2 Visas

Obtaining visas for overseas research will usually be dependent on your obtaining prior research permission from the institution responsible for the management of foreign researchers in the country where you are planning to do your fieldwork. This can often take a considerable period of time (up to one year in some cases) **so it is essential that you make your application as early as possible**. Some countries may require you to have some affiliation with, or support from, a local institution. Your supervisor, other academics and fellow students will be able to advise you on this.

Once you have been granted research permission, obtaining a visa is usually relatively straightforward. Nevertheless, the issuing of a research visa may take some time, so plan ahead. It is usually very unwise to enter a country on a tourist or visitor's visa in the hope that you will be able to obtain research permission once you get there.

8.3 Financial support

You should prepare an application for funding well in advance of your departure on fieldwork. Even though putting together accurate figures in advance can be difficult, you should make every effort to develop a realistic budget. Discussions with fellow students and academics who have recently undertaken fieldwork in a similar area can be invaluable. In any case, there are usually some major components (such as airfares) where relatively accurate costings can be obtained.

Like your other resources and entitlements, **funding for fieldwork comes through your Department, not through the Research Program**. Consequently both the amount of money that you can apply for and the applications procedures themselves may vary. In the Faculties Department fieldwork funding is provided (and the maximum available is set) by the Faculty of Arts itself and anthropology students must compete for funds with other students in the Faculty. As funds from the Faculty's annual fieldwork budget are often expended by August-September, applications for fieldwork funding are best lodged in the first half of the year. In RSPAS departments funding is provided by the Division of Society and Environment. Other departments have other arrangements, so you should discuss these with your supervisor as soon as possible.

It is essential to note that there may be a range of alternative fieldwork-funding sources outside the University. The University's Research Services Office can provide information on a wide range of funding sources (though most are not directed at post-graduate students). Their home page is at <http://www.anu.edu./rso/> and you can also subscribe to a regular email list that provides information about grants and awards.

8.4 Equipment and vehicles

Most departments have a limited supply of equipment (cameras, tape-recorders, video cameras etc) that can be provided for fieldwork. Book your equipment early to avoid disappointment! Some practice/training in the use of the equipment is a good investment of time and can avoid embarrassing situations in the field. For use of video equipment some preliminary training is often a departmental requirement. Watch the notice-boards for announcements about training courses in the use of video equipment. If you intend to use one of the University's vehicles for fieldwork you will have to obtain a University driving permit.

8.5 Insurance

While you are conducting approved fieldwork (in Australia or overseas) as a student of the University you are automatically covered by the University's travel insurance policy. Make sure you have a good understanding of the nature and extent of the insurance cover, especially if you are using your own equipment for your fieldwork. If you are undertaking research overseas Emergency Medical Cards are available. All incidents that may lead to a claim should be reported promptly with supporting documentation. **To ensure that you are covered by insurance (including air travel insurance) make sure that you fill out the appropriate University travel documentation**, even if you are funding your travel yourself.

In some cases, especially if your fieldwork overlaps with "consultancy" work, it may be wise for you to take out professional indemnity insurance.

8.6 Medical issues

Fieldwork fatalities are not unknown! You must take medical issues very seriously! You should make an appointment with the University Health Service (6125 3598) to discuss all necessary vaccinations and other health measures (malaria prevention in particular). Some courses of vaccination can take some time so, once again, act on this as early as possible. The University Health Service will also be able to advise you on the availability of any medication you may be taking in your fieldwork area.

8.7 Acquitting funds

Note that the university requires that you provide accounts detailing how your fieldwork funds were spent. **Be sure to keep receipts, where possible, and good records of expenditure.**

8.8 Field notes

There are a wide range of techniques for keeping research notes while you are in the field. Talk to other students about successful note-taking techniques. Here are some basic tips:

- Make notes regularly. It is very easy to forget things when you are constantly being bombarded with new information.
- Keep your notes safe and secure. Consider sending home photocopies/back-up disks occasionally.
- If possible use a computer to compile your notes. This can make searching for information and transferring it into chapter drafts much easier when you are writing your thesis.
- In some cases anthropologists have been required to produce fieldnotes in court. Be aware of this possibility, especially if you are working with Indigenous Australians

Further reading: *Writing ethnographic fieldnotes* by Robert M. Emerson, Rachel I. Fretz and Linda L. Shaw Chicago: University of Chicago Press, 1995

9. WRITING UP

9.1 Getting it written

There is no quick or easy way to write a thesis. The best advice is that you make sure to write something every day. If you write only 200 words per day you will produce about 60,000 words in one year. The following hints have been gleaned from recent students:

- Develop a draft thesis plan as early as you can. It will change a lot as time goes on but it will provide a broad framework for organising a mass of information.
- Don't get bogged down. If you are having prolonged difficulty with a section or a chapter move onto something else.
- There are always some relatively mechanical sections that you can write: a description of your field site's geography; a summary of your methodology; transcripts of interviews; etc. Work on these if some of the more creative sections are giving you trouble.
- Don't expect your early drafts to be complete and well integrated pieces of work (it's not like submitting undergraduate essays!) Producing a thesis is a process of writing, having it read, discussing it and writing some more. For some parts of chapters you may have to go through this process many times.
- View your thesis as the start of a research career rather than your *magnum opus*. A clear, simple argument, placed in the context of a body of literature and supported by some solid ethnography will get you there.
- Make sure you keep talking with people about your ideas. Developing and organising your ideas through talking can make writing easier.

- If you are completely blocked you may find it useful to start working on a section by “pasting in” everything from your field notes and literature research that relates to the topic. Then start organising and refining it. For some students writing chapters by cutting down and refining is less intimidating than confronting a blank screen.

Students who need help with writing skills should seek it at the **Academic Skills and Learning Centre** (6125 2972). Remember that your supervisor and advisers are there to advise you on the content of your thesis: it is not their job to correct and improve your written expression.

9.2 Thesis production

You must ensure that your thesis is produced in an acceptable format, otherwise it may not be accepted by the University Examinations section. Detailed guidelines are set out in *Postgraduate Research Guide*. Pay particular attention to requirements in relation to margins and font size. You will save a lot of formatting time if you use appropriate styles and templates when preparing your thesis.

10. SUBMISSION AND EXAMINATION

10.1 Submission

Procedures for submission of PhD and MPhil theses are set out in detail in *Postgraduate Research Guide*. You should note particularly:

- The requirement for advance notice of your submission to be provided to the relevant authority
- Procedures for getting your thesis photocopied within the University.
- The requirements in relation to binding and number of copies.
- Provision for reimbursement of thesis production costs for scholarship holders.

When your completion date looks to be about six months off you should begin to discuss suitable examiners with your supervisor, the HoD and, if you think it would be helpful, the Coordinator of the Research Program. Your HoD will contact the proposed examiners to obtain their agreement.

10.2 Examination

At least two examiners are appointed for both PhD and MPhil degree theses. (Some departments still prefer to appoint three examiners for the PhD.) Where possible it is advisable to choose examiners whose position and reputation will enhance your future career prospects. Examiners provide advice to the University in regard to the examination of your thesis. That advice may be to admit you unconditionally to the degree, to admit you subject to certain revisions or to fail you. See the *Postgraduate Research Guide* for full details.

11. CONFERENCE ATTENDANCE AND PUBLICATIONS

11.1 Conferences

Attending conferences can be invaluable for graduate research students. Conferences are an ideal forum for keeping up with recent academic developments, meeting other research students and academics, identifying potential examiners and gathering intelligence on future career opportunities. When you present a paper at a conference you will receive invaluable feedback at the same time as you are raising the profile of your own work. Preparation of conference papers can also be a good way to focus and refine the argument of your thesis. Funding may be available to assist you to attend conferences, but usually only if you are presenting a paper. Check with your supervisor and/or HoD on this.

When you go to conferences make sure that you officially notify the University of your absence on the appropriate form. This will ensure that you have appropriate insurance coverage. University cars may be available for conference travel.

11.2 Publications

Preparing papers for publication while you are writing your PhD thesis can help you to focus the argument of your thesis and, if they are accepted, greatly enhance your future career prospects. Discuss publication possibilities with your supervisor and fellow students. Keep in mind that preparing polished papers ready for publication can be very time-consuming.

11.3 *The Asia Pacific Journal of Anthropology*

The Asia Pacific Journal of Anthropology (TAPJA, formerly *Canberra Anthropology*) is a leading refereed scholarly journal devoted to the anthropological study of Asia and the Pacific. It is published jointly by the RSPAS Department of Anthropology and the School of Archaeology and Anthropology in the Faculty of Arts. The journal provides a forum for the publication of research in all branches of anthropology relating to the Asia Pacific region, including Australia, publishing papers concerned with contemporary debates in anthropology, as well as ethnographic papers. Students are encouraged to submit papers to be considered for publication in the journal, and to write book reviews for it. Notices of books available for review in the journal are regularly posted on Anthropgrad and AASNet (see sec. 14.2). Further information about TAPJA is available on the web at <http://rspas.anu.edu.au/anthropology/tapja/>

12. ATTENDANCE, SUSPENSION, EXTENSIONS, LEAVE AND EMPLOYMENT

There are a range of University policies relating to attendance, employment, suspension and leave. These can be complex issues and you should refer to the relevant sections of *Postgraduate Research Guide* for the provisions that relate to your particular situation. The main points of the University policies are summarised below.

12.1 Attendance

Full-time graduate students are expected to devote at least 40 hours per week to their course. It is expected that students will participate in the intellectual life of their respective Departments and the Research Program in addition to completing their research degree. Students are expected to regularly attend seminars and maintain frequent contact with their supervisors. Specific rules relating to attendance for both Master degree and PhD students are contained in *Postgraduate Research Guide*

12.2 Employment

Permission must be obtained before full-time students may participate in employment. In the first instance you should discuss employment with your supervisor.

12.3 Suspension

Students who are unable to pursue their course should apply to have their course and, if applicable, scholarship suspended. There are limits on the total period of suspension that will be granted during the course. **Overseas students need to ascertain the consequences of any action to suspend for their visa status.** Applications to suspend must be submitted through the supervisor to the HoD.

12.4 Extensions

You can apply to submit your thesis after the expiration of your course, but such applications **must be made before your course has expired**. Extensions will normally be for only one year, and you must submit your thesis within three years of the end of your course. Once your course has expired you are no longer enrolled at the University (though you are still a candidate for the relevant degree) and you should discuss arrangements for ongoing supervision and access to departmental and University facilities with your HoD. If you are an overseas student, you need to ascertain your visa status if you wish to remain in Australia while on extension.

12.5 Leave

You are entitled to 20 days recreation leave per year (if you are on a scholarship this is included within your scholarship period and cannot be accumulated and added on to it). It is expected that you will seek approval from your supervisor and/or HoD before taking leave. If you are on a scholarship you can have up to three months' sick leave on scholarship within the period of the scholarship, provided a doctor's certificate is supplied. There is also provision for three months paid maternity leave within the duration of the scholarship. If you are not on scholarship you should negotiate sick leave arrangements with your supervisor and HoD.

If you are on prolonged sick leave you should consider suspending from your course, so that the end date of your course can be extended.

13. WELFARE SERVICES AND ORGANISATIONS

There are a number of welfare services and organisations available to graduate students within the University. Many of these have their own information pages on the World Wide Web and you should consult these pages for more detailed information. Most of the pages are accessible through the University's home page: <http://www.anu.edu.au/>

13.1 Aboriginal and Torres Strait Islander Students

The Jabal Centre

Tel: 6125 3520

The Jabal Centre provides a first point of contact for all Aboriginal and Torres Strait Islander student matters at the University and a place where students can meet for social and study purposes. A student common room and study resources are provided. Programs relating to study skills are also offered.

13.2 Accommodation

University Accommodation Service

Tel: 6125 1100

Email: uni.accom@anu.edu.au

WWW: <http://www.anu.edu.au/accom/>

The University Accommodation Service is a 'one-stop shop' for all accommodation information within the University. The service can provide information about University Halls and Colleges; ANU-owned rental accommodation; and rental and share accommodation available on the private market.

Of course, it may also be worth your while to ask around among fellow students if you are looking for accommodation. Many anthropology students end up sharing houses together.

13.3 Childcare

Acton Early Childhood Centre

Tel: 6125 5554

Heritage Early Childhood Centre.

Tel: 6249 8851

University Pre-School and Childcare Centre

Tel: 6125 5567

These long-day care services operate within the University. Places are available for pre-school aged children. Contact the centre about your child-care needs (get in early!)

Central Canberra Family Day Care

Tel: 6125 2000

This service arranges for child care on a full-time, part-time and casual basis (eg, after school). Care is arranged for children of all ages with caregivers in private homes in the inner Canberra area.

13.4 Counselling

Counselling Service

Tel: 6125 2442

Counselling Centre & Health Services Building (Upper Level), North Road.

Free counselling services are available for all ANU students. Make an appointment by telephone or email.

13.5 Doctors

University Health Service

Tel: 6125 3598/4098

Counselling Centre & Health Services Building, North Road

The Health Service provides a confidential primary care/general practitioner medical service to all students and their spouses or partners. The Health Service is a good source of information on medical issues relevant to fieldwork. A wide range of vaccinations are available there at very reasonable cost.

13.6 Discrimination and Sexual Harassment

Equity and Diversity Unit

Tel: 6125 3352

First Floor, Building 18, North Road

Email: EquityandDiversityUnit@anu.edu.au WWW: <http://www.anu.edu.au/equity/>

For advice on issues of discrimination and sexual harassment contact the Equity and Diversity Unit. Detailed information about sexual harassment procedures and contact officers are available on their WWW page.

13.7 International Students

International Education Office

Tel: 6125 4643

Email: International.Enquiries@anu.edu.au WWW: <http://www.anu.edu.au/ieo/>

The International Education Office (IEO) provides a range of services for students from overseas. The IEO WWW page has a wealth of practical information on studying at the ANU.

13.8 Students' Association

Postgraduate And Research Students Association (PARSA) Tel: 6125 4187

26 Balmain Crescent (Opposite University House)

Email: parsa@anu.edu.au

WWW: <http://www.anu.edu.au/parsa/>

PARSA exists as an organisation to serve the interests of postgraduate students at the ANU. Unless you choose not to be a member, your membership is automatic. PARSA is an active voice for you in the University through representation on almost all

University committees. It also organises social events to promote opportunities for you to meet students outside of your particular subject discipline. A regular newsletter is produced called *Antitheses* which keeps you up to date and informed on postgraduate issues.

14. ACADEMIC AND RESEARCH SUPPORT SERVICES

There is a wide range of academic support services available for graduate students within the University. Many of these services have their own information pages on the World Wide Web and you should consult these pages for more detailed information. Most of the pages are accessible through the University's home page: <http://www.anu.edu.au/>

14.1 Computers

For information on computer, printing and email facilities, and hardware and software support services, talk to the administrator in your department or your supervisor. Other points of contact that you should note are:

- Comprehensive information about the University's Information Services is available at it <http://online.anu.edu.au/ITS/>
- The Graduate School (6125 5922) operates a computer loan pool. Computers are available for \$10 per week for an initial period of 13 weeks.

14.2 Email "lists" and WWW sites

You can subscribe to a range of electronic mail "lists" in which academic information is exchanged. Messages from the list are automatically sent to your email address. Two important lists for anthropology students are:

- ANTHROPGRAD: A list for Anthropology graduate students at ANU. To subscribe go to <http://mailman.anu.edu.au/mailman/listinfo/anthrograd> and fill in the online subscriber application form.
- AASNet: A list run by the Australian Anthropological Society. To subscribe go to <http://mailman.anu.edu.au/mailman/listinfo/aasnet> and fill in the online subscriber application form.

There are also a wide range of regional- and topic-specific lists. Popular lists include ASAONET (anthropological topics that concern Oceania) and SEASIALIST (wide-ranging matters relating to Southeast Asia). Talk to other students about the lists they find useful.

There are an enormous number of anthropology-related sites on the WWW. Especially useful ones are sites of the Australian Anthropological Society <http://www.aas.asn.au/> the Royal Anthropological Institute <http://www.therai.org.uk/index.html>, and the American Anthropological Association <http://www.aaanet.org/>

14.3 English as a second language

There are a range of services available for overseas students seeking to improve their English language skills.

- The Academic Skills and Learning Centre (6125 2972) has a *Second Language Adviser*. The Centre can provide second-language speakers with English language and writing assistance, but it does not provide an editing service for postgraduate students. The Centre's objective is to help you to become more proficient in using English in a variety of academic contexts, including writing. If you need assistance with language and writing, go to the Centre early.
- As part of the *University English Language Program* (UELP) the Academic Skills and Learning Centre also provides lunchtime courses on speaking and listening for ANU students who do not have English as their first language. Short courses concentrating on research and writing skills are also provided.
- The *ANUTECH Education Centre* (6125 5000) provides comprehensive courses on General English and English for Academic Purposes (aimed primarily at overseas students) and also provides an Introductory Academic Program. Fees are charged for these courses. Many of the courses start early in the year, so get in touch as soon as you arrive.
- The *School of Language Studies* (6125 3026) offers two first-year semester units on English in Academic Contexts, which are intended to reinforce language skills needed for study at the University. Overseas students may find these courses useful.

14.4 Foreign Language Learning

A wide range of Asian and European languages are taught within the University. Students who need to study a language for fieldwork should contact the relevant teaching Department early in the year to make arrangements for enrolment in the language course. A letter of introduction from your HoD will probably be required.

14.5 Libraries

The two main libraries at the University are Chifley Library and Menzies Library. Menzies Library has the main collection of anthropology books and journals, although you will undoubtedly make regular use of Chifley Library and other minor libraries as well. Both main libraries have a wide-range of very useful on-line research and database services. Chifley Library runs regular courses on the use of these services. Ask at the Enquiries Desk about upcoming courses.

14.6 Reading groups

Graduate Students in Anthropology often organise reading/discussion groups on matters of theoretical or regional interest. If you are interested in organising a reading group limited funding may be available from the Research Program for photocopying.

14.7 Seminars

In addition to the various Anthropology seminars there are an enormous number of academic seminars held throughout the University which, in most cases, are open for anyone to attend. Watch the notice-boards and the various email “lists” for seminars that may be relevant to your research. The free University newspaper *ANU Reporter*, which is published monthly, also carries a “Diary” detailing upcoming seminars, conferences and so on across the University.

14.8 Statistics

The Statistical Consulting Unit (6125 4792) is part of the Graduate School and can provide expert advice on statistical methods. Consulting support is available free of charge to graduate students. You are strongly encouraged to contact the unit early on in the design of your project where appropriate. Appointments should be made at least a week in advance and each consultation is normally limited to one hour. New research students are asked to bring their supervisor(s) to the first consultation. Each year the Unit conducts a course in applied statistics as an introduction to modern statistical practice. This course is designed for research students and staff and does not require sophisticated mathematical skills.

14.9 Teaching experience

Many postgraduate students find it very useful to gain some teaching experience while completing their research degree. All research students in the program are welcome to become involved in teaching when opportunities arise. Most teaching opportunities take the form of tutoring in undergraduate anthropology courses in the School of Archaeology and Anthropology, although there may also be opportunities for giving guest lectures in courses. Keep your eye on the Graduate noticeboard in the School of Archaeology and Anthropology for notices and advertisements seeking tutors, but don't rely on this: make sure that academic staff in that department know that you are interested in tutoring. It is often worthwhile lodging a formal expression of interest in tutoring with the School of Archaeology and Anthropology, setting out when you would be available and for approximately how many hours per week. It may also be worthwhile contacting staff in other areas where you have expertise. Keep in mind that tutoring can be very time consuming, and that you have to balance carefully your teaching and research commitments!

The Graduate Teaching Program

The Graduate School

Tel: 6125 8205

Email: Trevor.Vickers@anu.edu.au or Graduate.School@anu.edu.au

The primary aim of the Graduate Teaching Program is to give PhD students who are tutoring the chance to obtain systematic support in their teaching. The secondary aims are: to give student tutors a realistic opportunity to assess their interest in an academic teaching career; to give student tutors an opportunity to improve communication (particularly small group communication) skills; to strengthen graduate students' CVs and employment prospects; to enhance the quality of teaching in undergraduate courses; and to reduce isolation among graduate students and integrate them more fully into the academic community of scholars. The core activity of the Program is a weekly seminar or workshop (from sixty to ninety minutes duration) on some aspect of university teaching. All PhD students in the University will be sent a notice in July and January each year inviting them to apply for entry to the following semester's program. If you are interested in tutoring, you may find it worthwhile to find out more about this Program.

14.10 Thesis production: cartography, photography and colour printing

There are a range of facilities on campus that can provide cartography, photography, scanning, colour printing, and photo-copying services. It is a good idea to get in touch early to book your work in. Try to avoid last minute requests. Fees are usually charged.

- Cartography Unity (6125 2230)
- Coombs Photography (6125 4289)
- Author's Workbench in Chifley Library (6279 8115)
- University Printing Service (6125 2514)

14.11 Writing and research

Academic Skills and Learning Centre

Tel: 6125 2972

Lower Ground Floor, Chancelry Annex (a.k.a. Pauline Griffin Building)

The **Academic Skills and Learning Centre** offers ANU students free and confidential help with their academic work. It operates during term and vacations on an appointment basis. Graduate research students are welcome to seek assistance from the Centre. The Centre has a *Graduate Adviser* who can help you with your academic work directly or advise you about where else to go and whom to see. You should make an appointment at the Centre if you are having any kind of study-based problem, no matter how general or specific. Concerns graduate research students might bring to the Centre include: adjusting to the different kinds of skills required at a new

university, discipline or level of academic work; clarifying the nature of the working relationship between themselves and their supervisors; mastering the relevant academic conventions of the thesis and other forms of graduate writing; developing more effective research strategies; time planning and management; and seminar and conference presentations. If you want assistance with writing, you will need to:

- bring the piece of writing on which you are working to the Centre;
- fill in a form given to you by the secretary to identify what the writing is (eg seminar presentation, thesis chapter etc.) and what problems you want to discuss with the adviser;
- make an appointment, allowing time for the adviser to read your text before meeting with you.

APPENDIX

ACADEMIC STAFF IN THE ANTHROPOLOGY RESEARCH PROGRAM AND THEIR RESEARCH INTERESTS

Altman, Professor Jon: Economic development and economic policy issues, land rights and native title, the engagement of Indigenous Australians with the mining, tourism, and arts and crafts industries, economic anthropology [Centre for Aboriginal Economic Policy Research]

Attenborough, Dr Robert: Human demography, malaria epidemiology, nutrition and growth, environmental adaptation, anthropological genetics, and Biosocial anthropology. [Faculties Department]

Ballard, Dr Chris: Melanesia, Indonesia; human rights and violence; resource ownership, land rights and autonomy; cross-cultural encounters and concepts of 'race'; agricultural transformation; relations among history, anthropology, archaeology and geography [Division of Pacific and Asian History, RSPAS]

Boulan-Smit, Christine: Eastern Indonesia, Peru, Bolivia; social impact of mining projects, narrative and oral traditions [Resource Management in Asia Pacific Program, RSPAS]

Brady, Dr Maggie: Indigenous Australia; health, diet and lifestyle, the role of primary health care services in alcohol interventions, and complementary healing strategies. [Centre for Aboriginal Economic Policy Research]

Ernst, Dr Thomas: Melanesia, Australia; social and cultural theory, comparative cosmology, working class culture, personhood, Kleinian psychoanalytic theory and its relevance for anthropology [Faculties department and Centre for Applied Philosophy and Public Ethics]

Filer, Dr Colin: Papua New Guinea and Melanesia; environment and development; social impact of major resource projects; national and regional resource management policies. [Resource Management in Asia Pacific Program, RSPAS]

Fox, Professor James: Social organisation, oral traditions and the management of the environment in Indonesia (East and Central Java and Nusa Tenggara Timur), the comparative study of the Austronesian-speaking populations. [Director, Research School of Pacific and Asian Studies]

Gardner, Dr Don: Social theory; Melanesian societies; cosmologies in historical perspective; cultural responses to material conditions. [Faculties Department]

Gregory, Dr Chris: Political and economic anthropology, anthropological theory, India, Papua New Guinea, ethnographic film. [Faculties Department]

Groves, Dr Colin: Human Evolution, non-human primates, animal domestication, evolutionary theory, mammalian biology. [Faculties Department]

Guinness, Dr Patrick: Southeast Asia, particularly Malaysia and Indonesia, urban cultures, theories and practices of development, religion. [Faculties Department]

Haley, Dr Nicole: Highland New Guinea; myth and its role in systems of land ownership, the emplacement of knowledge in landscape, the social impact of mining and other resource development. [RSPAS Department]

Helliwell, Dr Christine: Southeast Asia, social theory, gender, personhood and its relationship to different forms of sociality and identity, discourses of "development". [Faculties Department]

Hinkson, Dr Melinda: Aboriginal Australia, history of anthropology, the anthropology of globalisation and media, theories of culture and personhood. [Faculties Department and Centre for Cross-cultural Research]

Holcombe, Dr Sarah: Indigenous Australia; social change and the inter-cultural engagement, applied anthropology, land rights and development, Indigenous governance, land tenure and succession processes. [Centre for Aboriginal Economic Policy Research]

Jolly, Professor Margaret: Feminist anthropology, illness and healing, Melanesian ethnography and the colonial history of the Pacific. [Gender Relations Centre, RSPAS]

Keen, Dr Ian: Australian Aborigines; Aboriginal land rights and native title; Arnhem Land religion and society; Kurnai social history; philosophy of social science; the politics and ethics of research. [Faculties Department]

Kipnis, Dr Andrew: Processes of subjectification; public culture; language and culture; kinship and gender; education; religion; development; postsocialist societies; China; east Asia; USA. [RSPAS Department]

Lyon, Dr Margot: Emotion; embodiment; critical medical anthropology/transcultural psychiatry; anthropology of pharmaceuticals; religion and political ideology in Southeast Asia; economic globalisation and local social forms. [Faculties Department]

MacDougall, Mr David: Ethnographic film; theoretical frameworks for visual anthropological research. [Centre for Cross Cultural Research]

Martin, Dr David: Indigenous Australia; policy implications of the engagement of Aboriginal social, political and economic systems with those of the dominant society. [Centre for Aboriginal Economic Policy Research]

McWilliam, Dr Andrew: Eastern Indonesian comparative ethnography; Aboriginal land tenure and cultural heritage (northern Australia); natural resources; applied anthropology in rural development. [RSPAS Department]

Merlan, Professor Francesca: Social transformation, indigeneity, nationalism, language and culture, theories of social action, organisation, and consciousness, places and place-worlds, modernity; Aboriginal Australia, Melanesia, Germany. [Faculties Department]

Moore, Dr David (on leave during 2003): Urban anthropology, anthropology 'at home', ethnicity, selfhood; Australia. [Faculties Department]

Morphy, Professor Howard: Australian Aboriginal art and religion, the anthropology of art and aesthetics, visual anthropology, the history of anthropology, the relationship between museums and indigenous peoples. [Centre for Cross Cultural Research]

Morphy, Ms. Frances: Indigenous Australia: Northeastern Arnhem Land; land rights, the Indigenous art and craft industry, Australian Aboriginal languages, anthropological linguistics. [Centre for Aboriginal Economic Policy Research]

Mosko, Professor Mark: Melanesia; symbolism; social organisation; culture change; culture theory; cross-cultural comparisons among Pacific Island societies. [RSPAS Department]

Peterson, Dr Nicolas: Social organisation, economic anthropology, applied anthropology, territorial organisation, marine tenure, hunting and gathering societies, fourth world people and the state, social change and development, anthropology of photography. [Faculties Department]

Robinson, Dr Kathryn: Indonesia and Southeast Asia; development; gender; traditional architecture; medical anthropology; technology and anxiety discourse; Australia-Asia relations. [RSPAS Department]

Rose, Dr Deborah Bird: Indigenous ecological knowledge and ethics; Indigenous and Settler landscapes in Australia and other settler societies; post-colonial possibilities for social and ecological justice. [Centre for Resource & Environmental Studies]

Rumsey, Dr Alan: Melanesia, esp. Highland New Guinea; Aboriginal Australia; discourse, language and culture, intersubjectivity, verbal art, social theory, indigenes and the state. [RSPAS Department]

Schwab, Dr Jerry: Indigenous Australia, USA, Middle East; Indigenous education and training, education policy, literacy, applied anthropology [Centre for Aboriginal Economic Policy Research]

Smith, Dr Benjamin: Aboriginal Australia; systems of land tenure; Indigenous land claims; anthropology of the state; population mobility and decentralisation; transport; development; social change and intercultural articulation [Centre for Aboriginal Economic Policy Research]

Smith, Ms. Diane: Australia: governance and representative structures; Indigenous engagement with the welfare state; resource development and compensation; native title and land rights; theoretical issues in policy and applied anthropology [Centre for Aboriginal Economic Policy Research]

Tapp, Dr Nicholas: Ethnic minorities and the state; development and environment; semiology and history; transnationalism and diaspora; borderlands of southeast Asia (northern Thailand, Laos, Vietnam, southwest China). [RSPAS Department]

Taylor, Dr Phillip: Vietnam; urbanisation, modernity, ethnicity and identity politics; pilgrimage and popular religion; music; gender relations in East and Southeast Asia; cultural constructions of the body; political transformations in Communist systems; contemporary ethnographic practice; fieldwork methodology. [RSPAS Department]

Thomas, Dr Mandy: Vietnam, Australia; migration, youth culture, diaspora, mobility and nationalism, embodiment and the senses, visual cultures, documentary filmmaking. [Centre for Cross Cultural Research]

Timmer, Dr Jaap: Papua (West New Guinea), the Moluccas, PNG; development and emergency aid, conflict management, agency, ritual, millenarianism, violence, oral traditions and their relation to social, political, ideological, and ecological processes [RSPAS Department].

Toner, Dr Peter: Indigenous Australia: Northeastern Arnhem Land; ritual music, and specifically attempts to interpret different aspects of Yolngu culture through a perspective gained by the understanding of musical performances and structures. [Centre for Cross Cultural Research]

Walker, Dr Andrew: Mainland Southeast Asia (especially Thailand and Laos); resource management; borders; space and place; trading and transport systems; regulation; globalisation. [Resource Management in Asia Pacific Program, RSPAS]

Weiner, Dr. James: Papua New Guinea, Aboriginal Australia; language, myth, poetry, theories of interpretation, art, music, aesthetics, anthropology and resource extraction, Native Title, the politics of indigenous identity, religion and culture, anthropology and law. [Resource Management in Asia Pacific Program, RSPAS]