

## Anthropology as a Major and Career

<http://content.csbs.utah.edu/~cashdan/tig>

### Course Aims and Description

This course is designed to help you transition from student to career. The best way to do that is to start now to identify career opportunities of interest, so that you have time to obtain the skills and experience that will help you achieve your goals. This course will (1) teach you about career opportunities for anthropology majors, (2) introduce you to University and Departmental opportunities and resources that can help you succeed in those careers, (3) help you to identify your own goals and how to reach them, and (4) teach you to be a more competitive applicant for internships, jobs, and graduate school. You will learn about Departmental programs and University resources primarily through guest speakers, explore career options with a group project, and develop a personal plan, resume, and cover letter appropriate to a career of your choice.

**The course website is at <http://content.csbs.utah.edu/~cashdan/tig>. The course does not use Canvas.** In addition to information relevant to the assignments, the course website includes many links about career resources, field schools, and other opportunities. It is a public site, so that you can refer back to it for these career-related links after the course is over. You might find it convenient to bookmark the course website for the duration of the course.

### Course Requirements

**Reading.** The book *The Anthropology Graduate's Guide: From Student to a Career*, by Ellick and Watkins, is available from Marriott Library with online access. You will read several chapters. Please follow information given in class rather than the book, if they disagree.

**Attendance.** Regular attendance is expected, because most of the learning will take place in class and cannot be replicated at home. A sign-in sheet will be passed around each class period; it is your responsibility to sign in each time. There are many guest lectures in this class, and arriving late or leaving early is very disruptive to the speakers, so please be courteous and arrive on time; Students arriving more than 10 minutes late will not be allowed to sign the attendance sheet.

**Assignments.** Students will complete 3 written assignments (personal plan, resume, and cover letter) and a group presentation on career options. There will be an extra-credit assignment (worth 3 points) to develop a LinkedIn page. If you decide to do that, you must consult with the Career & Professional Development Center (<http://careers.utah.edu>), and ask them to send me an email confirming that you met with them. Consultation with them is also recommended for the resume and cover letter assignments, but not required.

## Grading

Attendance (12 classes)	30%	2.5 points per class
Personal Plan	20%	20 points
Resume	15%	15 points
Cover letter	15%	15 points
Group presentation	18%	18 points
Peer review (for group presentation)	2%	2 points

## Turnitin Due dates (I recommend you put these in your calendar)

personal plan	due Oct 22
resume	due Nov 19
cover letter	due Nov 26
peer review	due Dec 10

Submit all written assignments directly to [turnitin.com](http://turnitin.com). To submit the first assignment, set up an account with [turnitin.com](http://turnitin.com) if you haven't done so previously. The enrollment key is "career" and class ID is 18730609. When you submit a paper, be sure to click submit; you will get a digital receipt. After the posting date, you can check your points for that assignment, and comments if you request them (please write "comments please" on your assignment if you want feedback.) *It is your responsibility to make sure that the papers have been uploaded correctly.* Late assignments will be given a grade penalty.

## Contact Information

My office is 4431 in the new Gardner Commons building, and my office phone is 801-581-4672. I am always available after class; if you want to set up an appointment, the best way to contact me is via email ([ecashdan@gmail.com](mailto:ecashdan@gmail.com)).

## Class Schedule (pending speaker confirmations)

Note: The "personal plan" assignments are described more fully on the personal plan template, attached to the back of this syllabus. Be sure to read it carefully and follow directions.

### Aug 20

**Class:** Introduction to the course

**Homework for next week:** Read chapter 3 (chapters 1 and 2 are optional), and look at the video "Real People, Real Careers," streamable through Marriott to enrolled students at <https://stream.lib.utah.edu/index.php?c=details&id=1014>. Enter any careers of interest to you in section 1.1-A of your personal plan, following the guidelines on the personal plan template.

### **Aug 27**

**Class:** Archaeology (Jack Broughton)

**Homework for next two weeks:** Read chapters 4 and 5, and check out some of the websites referred to in the chapters and in appendix 3 (Resources). Browse through the career stories in Appendix 2. Enter any careers of interest to you in section 1.1-A of the personal plan.

### **Sept 3**

**Class:** No class (Labor day)

**Homework for next week** Complete section 1.1-A.

### **Sept 10**

**Class:** Biological Anthropology (Leslie Knapp)

**Homework for next week** Check out some of the career websites on the homepage, under “Career Resources” section 2 (“Career advice and opportunities. . .”) and 3 (“News articles. . .”). Complete section 1.1-B on the personal plan template.

### **Sept 17**

**Class:** Cultural Anthropology (Shane MacFarlane)

**Homework for next week:** Using what you learned from the speakers, your responses in section 1.1 of your personal plan, and anything else you know about, complete section 1.2 of your personal plan.

### **Sept 24**

**Class:** Undergraduate Research Opportunities (Megan Shannahan ?).

**Homework for next week:** Complete Section 2.1 of your personal plan. (ch. 6 may be helpful).

### **Oct 1**

**Class:** Learning abroad (Kathryn Timm) and internships (Dominique Blanc).

**Homework for next week:** Read ch. 10 (internships and volunteering) and do some research on possible internships in your area of interest. Check out some of the links to fieldschools and international opportunities in section 1 (“fieldschools. . .”) under Career Resources on the homepage. Note those that seem useful in section 2.2-A of your Personal Plan.

### **Oct 8**

**Class:** No class (Fall break)

**Homework for next week:** Complete section 2.2-A of your Personal Plan.

### **Oct 15**

**Class:** (1) Using anthropological tools in the workplace (Ted Coxworth, Progrexion)

**Homework for next week:** Complete section 2.2-B of your personal plan. Submit the personal plan to turnitin by Oct. 22.

## **Oct 22**

**Class:** Interest group meeting; Discuss careers within your area, allocate tasks for your group presentation.

**Homework for next week:** Work on your group careers presentation.

## **Oct 29**

**Class:** Career services, Resumes (Carmen Gold)

**Homework for next week:** Read ch. 7 (The resume, CV, and biographical statement) and ch 9 (Applying for the job). You will write a resume next week, but can start now. If you do, use the example from the slideshow, copied on the homepage (“**resume guidance**” under General Resources), not the book, and see next week’s assignment..

## **Nov 5**

**Class:** Grad school: choosing a school, writing an effective statement of purpose, getting letters of recommendation

**Homework for next week:** Prepare a resume, one you could submit now, following the guidance and template given in lecture (“**resume guidance**” under General Resources). It should be targeted to a job or internship that will give you relevant experience for your longer-term goals. Submit to turnitin by Nov. 19.

## **Nov 19**

**Class:** Cover letters, interviewing tips

**Homework for next week:** Write a cover letter for a job or an internship in a career you want to pursue (it needs to be an actual internship or a position in a real organization, but it doesn’t need to be an open position). You may read ch. 8 on cover letters for advice, which is good, but their example is not. Don’t copy sample cover letters on the web either (most are awful). Submit to turnitin by Nov. 26.

## **Nov 26**

**Class:** Career presentations, first 2 groups

**Homework for next week:**

## **Dec 3**

**Class:** Career presentations, last 2 groups; submit your peer review to turnitin by Dec 10

**Homework for next week:** no homework, no final exam

# 1 Finding a career

## 1.1 Exploring Careers

- A. **List one or more careers from the video “Real People, Real Careers” (streamable from Marriott - see syllabus for the url) and one or more from the text (chs. 3–5 and appendices) that are of interest to you, describing each with a sentence or two.** Feel free to search the web and add others, with brief summary and the url where you found it.
- B. Check out some of the career links on the course webpage, in section 2 (Career Advice and Opportunities from Professional Associations) and section 3 (News Articles about Anthropologists in the Workplace). **List the names and urls of the most interesting ones you found (two or three is enough, more is fine) and describe each in a sentence or two.**

## 1.2 Narrowing it down

Using what you learned from the speakers, your responses in section 1.1, and anything else you know about, respond to the following prompts:

- A. **Describe your general area of interest** in a sentence or two (if you have more than one, that’s ok, you can indicate both)
- B. What careers have you found within that area of interest that you might want to pursue? **List three possible careers** within that area, and **the entry requirements for each**. You will need to do some research online to see what qualifications are required.

# 2 Preparing for your career

## 2.1 What have you done thus far?

**Describe classes, projects and other training or experiences you have already had**, if any, that would be useful in your proposed career area(s). Appropriate things to include would be career-relevant classes, lab or research experience, internships, career-relevant work, experience overseas, etc. If your answer is “nothing yet” that’s ok (and understandable, especially if you’re a freshman or sophomore). But it’s time to start thinking about adding some in future, which is what the next section is about.

## 2.2 What do you plan to do in future (before you graduate?)

- A. Read chapter 10 and also check out some of the links in section 1 (“Fieldschools and International Opportunities”) under Career Resources on the course homepage. Feel free to browse further online. **List two or three fieldschools, internships, or overseas experiences that seem useful, and describe them in a sentence, with the url.**
- B. Using this information and what you learned from the speakers, and any additional information, make a plan to prepare for the career opportunities that interest you. Make a list of at least three opportunities. These might include skills classes (technical, language, research-related, etc), and/or research opportunities, and/or an internship, and/or a fieldschool, and/or learning abroad. **For each one, provide a brief description, indicate the pros and cons, and note what you will need to do (if anything) to prepare for it.**

## Department and University Policies

**ADA Statement:** The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

**Addressing Sexual Misconduct:** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

**Wellness Statement:** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness ([www.wellness.utah.edu](http://www.wellness.utah.edu); 801-581-7776).

**Student Code: (Policy 6-400)** All students are expected to maintain professional behavior in the classroom setting, according to the Student Code ([regulations.utah.edu/academics/6-400.php](http://regulations.utah.edu/academics/6-400.php)). Students have specific rights in the classroom as detailed in S. II of the Code. The Code also specifies standards of behavior (S. III) and academic conduct (S. V). "Students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating" (S. VB). According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors. Students have the right to appeal such action to the Student Behavior Committee.

**Incomplete Policy:** An "I" will only be given for work not completed because of circumstances beyond the student's control, providing the student is passing the course and needs to complete 20% or less of the work. Valid reasons for an "I" grade include: (a) An illness (documented by a medical statement) that precludes the ability of the student to perform; (b) an accident or situation that prevents the student from physically being present (documentation may be required); (c) Extreme emotional or other mental circumstances that are severe enough to interfere with a student's normal academic performance. If you do receive an "I", do not register for the course again. You must complete the required work in the time agreed by you and the instructor. If the work is not completed within one year, the grade will change to an "E". Faculty will not accept additional work to change the grade after that one-year period. If a student has a problem with the course, please deal with it immediately. It is the student's responsibility to contact instructors and submit necessary forms.

**Note:** The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.