

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 required, as is some exploration of resources on the web. The kindle version of the book has hot links to many websites, so may be preferable. Follow information given in class rather than the text where 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. I strongly recommend that you review your resume and cover letter with a coach at the Career & Professional Development Center (<http://careers.utah.edu>) before submission. If you show up, take the homework assignments seriously, and do what the assignments require, you will get an A in the course.

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 March 12
resume	due April 2
cover letter	due April 16
peer review	due April 27

Submit all written assignments directly to turnitin.com. To submit the first assignment, set up an account with turnitin.com if you haven't done so previously, and use the enrollment key "career" and the class ID 17049320. 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. *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 217A Stewart Hall and my office phone is 801-581-4672. We can meet for discussion immediately following the class, from 1-2 pm on Mondays and Thursdays, or any other time by appointment. The best way to contact me for appointments is via email (ecashdan@gmail.com).

Class Schedule

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. The exercises in the book are not required for this class, though you may find them helpful to do on your own.

Jan 8

Class: Introduction to the course

Homework for next week: Read chapter 3 (chapters 1 and 2 are optional), and look at one or both of the following videos: "Anthropologists at Work: Careers Making a Difference" (streamable on youtube) or "Real People, Real Careers" (also available for streaming - find the url on the turnitin calendar). Enter any careers of interest to you in section 1.1-A of your personal plan, following the guidelines on the personal plan template. (the plan will substitute for the "contract" described in ch. 2).

Jan 15

Class: no class (MLK day)

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.

Jan 22

Class: Archaeology (Jack Broughton)

Homework for next week Complete section 1.1-A.

Jan 29

Class: Cultural Anthropology (Shane MacFarlane)

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.

Feb 5

Class: Biological Anthropology and Health (Leslie Knapp and Katie Ward)

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.

Feb 12

Class: Undergraduate Research Opportunities (Megan Shannahan).

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

Feb 19

Class: No class (Presidents’ day).

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.

Feb 26

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

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

Mar 5

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 March 12.

Mar 12

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.

Mar 19

Class: Spring break

Homework for next week: Read ch. 7 (The resume, CV, and biographical statement) and ch 9 (Applying for the job) but do not use their resume format, use the example on the homepage instead (see “**resume guidance**” under General Resources on the Course Homepage).

Mar 26

Class: Career services, Resumes (Carmen Gold)

Homework for next week: Prepare a resume, one you could submit now, following the guidance given in lecture (see slideshow for reference). It should be targeted to a job or internship that will give you relevant experience for your longer-term goals. Submit to turnitin by April 2.

Apr 2

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

Homework for next week: read chapter 8 on cover letters. The advice is good, but the example is not. Don't copy it. Don't copy sample cover letters on the web either (most are awful).

Apr 9

Class: Cover letters, interviewing tips

Homework for next week: Cover letter assignment. 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). Submit to turnitin by April 16.

Apr 16

Class: Career presentations, first 2 groups

Homework for next week: no homework

Apr 23

Class: Career presentations, last 2 groups; submit your peer review to turnitin by this Friday, April 27.

1 Finding a career

1.1 Exploring Careers

- A. see syllabus for Jan 8-15: **List one or more careers from the videos¹ 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. see syllabus for Jan 29: 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.**

¹"Anthropologists at Work: Careers Making a Difference" (streamable on youtube) or "Real People, Real Careers" (streamable from Marriott - find the url on the turnitin calendar).

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; 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). 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.