

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. You will read a few chapters from the book *The Anthropology Graduate's Guide: From Student to a Career*, by Ellick and Watkins, which is available online from Marriott Library. To find it, go to the Marriott website (lib.utah.edu) and click on “advanced catalogue search.” Find the book by title & author, click on it, and then on “online access”. click on the link “ProQuest Ebook Central” for access to the book.

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 (14 classes)	28%	2 points per class
Personal Plan (due Mar 11)	25%	25 points
Resume (due Mar 25)	15%	15 points
Cover letter (due Apr 8)	15%	15 points
Group presentation	15%	15 points
Peer review of presentation (due Apr 22)	2%	2 points

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. The enrollment key is “career” and class ID is 23339013. 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 Gardner Commons, 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).

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.

Jan 8

Class: Introduction to the course

Homework for next week:

- Read chapter 3 (chapters 1 and 2 are optional), and look at the video “Anthropology: 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 (see last page).

Jan 15

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.

Jan 22

Class: Biological Anthropology (Tim Webster)

Homework for next week Complete section 1.1-A.

Jan 29

Class: Cultural Anthropology (Adrian Bell)

Homework for next week

- Check out some of the career websites on the course 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: Undergraduate Research (Stephanie Shiver)

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.
- Next week you will hear from guest speakers about learning abroad and internship opportunities. Come to class with at least one question on each topic.

Feb 12

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

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

Feb 19

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

Homework for next week:

- Read or skim ch. 10 (internships and volunteering)

- 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.

Feb 26

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

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

Mar 4

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

Homework for next week: Complete section 2.2-B of your personal plan. Submit the personal plan to turnitin by Mar 11.

Mar 11

Class: spring break, no class

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

Mar 18

Class: Career services, Resumes (Sarah Kovalesky)

Homework for next week:

- Read or skim ch. 7 (The resume, CV, and biographical statement).
- Prepare a resume, one you could submit now, **following the guidance and template given in lecture**. It should be targeted to a job or internship that will give you relevant experience for your longer-term goals. Submit to turnitin by Mar 25.

Mar 25

Class: Creating a LinkedIn profile, networking (Sarah Kovalesky)

Homework for next week:

- read or skim ch 9 (Applying for the job)
- watch two short (2.5 min and 5 min) videos on interviewing tips, links are on the homepage
- Optional: LinkedIn profile (extra credit - see instructions on website, due April 15).

Apr 1

Class: Cover letters, interviews

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). Submit to turnitin by Apr. 8.
- NOTE: You may read ch. 8 on cover letters for advice, but do not copy sample cover letters, either from the book or website. Most are too generic, some are unprofessional, some just boring. You can do better. Personalize it.

Apr 8

Class: Career presentations, first 2 groups

Homework for next week: None.

Apr 15 - last class

Class: Career presentations, last 2 groups

Homework for next week: submit your peer review to turnitin no later than April 22

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.

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.**