

Anthropology as a Major and Career

<https://cashdan.github.io/tig/>

Course Aims and Description

This one-credit 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, explore career options with a group project, and develop a personal plan, resume, and cover letter appropriate to a career of your choice.

Prerequisites: This course is solely for Anthropology majors and minors.

Course mechanics

We normally do this course in a classroom, but for safety we will hold it over zoom this term.

Many of the classes will consist of guest lectures, and regular attendance is expected, because most of the learning cannot be replicated from material in books. However, class lectures will be recorded, so that you may view them later.

Course website

There is a separate (non-canvas) website for this course that contains most of the background information you will need: <https://cashdan.github.io/tig/>.

Submit assignments to Canvas, but use the url above, which is a public site, for other information. I will refer to it as the github website, to distinguish it from the Canvas website.

The github website includes many links about career resources, field schools, and other opportunities. Because it is a public site, you can refer back to it for these career-related links after the course is over.

Course Requirements

Reading. Most of the reading will be initiated by your own interests. However you will also 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.

Assignments. Students will complete 3 written assignments (personal plan, resume, and cover letter) to be submitted through Canvas, and a group presentation on career options. Late assignments will be accepted, but with a

grade penalty. If you follow directions for the written assignments, you will do fine.

Group Presentations. The group presentations are designed to facilitate information sharing among students with similar interests, and to introduce the rest of the class to new career options. Students will join groups based on similar areas of interest, and each group will produce a slideshow on career options in their area, with information on the pros and cons of the careers, and the training required to succeed in them. We will present these in the last weeks of the class.

There are no exams in this course, and we will not meet during finals week.

Grading

Personal Plan	38 points
Resume	20 points
Cover letter	20 points
Group presentation	20 points
Peer review (for group presentation)	2 points

Contact Information

I will not be in my office due to COVID, but am happy to meet with you via zoom, by appointment. The quickest way to reach me is by email (cashdan@anthro.utah.edu). You may also send me a query via canvas.

Class Schedule

The “personal plan” assignments are described more fully on the Personal Plan guidelines, which follows the class schedule on this syllabus. There is also a link you can download from the website.

Aug 26

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. There is a link to the video on Canvas, on the Personal Plan assignment.
- Enter any careers of interest to you in section 1.1-A of your personal plan, following the personal plan guidelines.

Sept 2

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 your personal plan, following the personal plan guidelines.

Sept 9

Class: Cultural Anthropology (Shane Macfarlane)

Homework for next week Complete section 1.1-A, using the resources you've explored over the past two weeks.

Sept 16

Class: Biological Anthropology (Tim Webster)

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..."). Send me an email if you have trouble finding these, or if you find any dead links!
- Complete section 1.1-B on the personal plan guidelines.

Sept 23

Class: Undergraduate Research (Christina Trepanier)

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. Give some thought to questions you might have on those topics.

Sept 30

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).

Oct 7

Class: Networking & informational interviews (Career Center workshop)

Homework for next week:

- Read or skim ch. 10 (internships and volunteering)
- Do some research on possible internships in your area of interest, and make a note of one or more that interest you (for your personal plan)
- Check out some of the links to fieldschools and international opportunities in section 1 ("fieldschools...") under Career Resources on the homepage and make a note of any that interest you, for your personal plan.

Oct 14

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.

Oct 21

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 Canvas by Oct 28.

Oct 28

Class: How to write an effective resume

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 Canvas by Nov 11. If you want feedback, send to me this week, by email, and I will give comments and suggestions.

Nov 4

Class: How to write an effective cover letter

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 Canvas by Nov 18. If you want feedback, send to me this week by email, and I will give comments and suggestions.
- 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.

Nov 11

Class: Interviewing (Career Center Workshop)

Homework for next week:

- read or skim ch 9 (Applying for the job)
- watch the recommended videos on interviewing tips (links will be on the github website)
- Not graded but helpful: Imagine you are interviewing for a position (internship, research, job) in an area you have identified in your personal plan. Practice a one-minute response to the classic interview question "tell me about yourself," appropriate for that position.

Nov 18

Class: Career presentations, group 1

Nov 25

Class: Career presentations, group 2

Dec 2

Class: Career presentations, group 3

Homework for next week: submit your peer review to Canvas no later than Dec 6

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 link on Canvas under the Personal Plan assignment) and **one or more careers 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 github 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 github course webpage. 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 of Anthropology and University Policies

1. 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.
2. University Safety Statement. The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.
3. 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).
4. Veterans Statement: If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M---F 8---5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.
5. Undocumented Student Support Statement. Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.
6. 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).

7. Student Names and Personal Pronouns: Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center. https://lgbt.utah.edu/campus/faculty_resources.php

8. Diversity/Inclusivity Statement: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities in a way that is respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you. See <https://ctle.utah.edu/inclusiveteaching/> for more details.

10. Plagiarism Software Policy: I may use a plagiarism detection service in this course, "Turn It In". When turning in your final paper, you may be required to submit your paper through the "Turn It In" portal via CANVAS as part of your assignment.

11. 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.