

**Anthro 3001**  
**Wed 10:45–11:35**

**Prof. E. Cashdan**  
**Bldg. 73, room 105**

## **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) introduce you to University and Departmental opportunities and resources, (2) teach you about career opportunities for anthropology majors, (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, and you will explore career options through both individual assignments and a group project.

After completing the course, you will know more about the career options available for anthropology majors, and you will have identified and researched one of these that meets your goals. You will learn about opportunities and resources at the University that will help you reach those goals. You will leave the class with a written career plan, a resume, and a cover letter for a position of interest.

The course website is at <http://content.csbs.utah.edu/~cashdan/tig>. The website includes additional information about final reports, as well as many links about career resources, field schools, etc. Please check it regularly for announcements. This course does not use Canvas.

### **Course Requirements**

**Reading.** The book *The Anthropology Graduate's Guide: From Student to a Career*, by Ellick and Watkins, is required. Other articles may occasionally be assigned.

**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.

**Written work** Students will complete 5 written homework assignments, a group presentation on career options, and a final individual career report. Some assignments will not be written, but will be discussed in class with others who share your career interests. See course calendar and webpage for further information. If you take the homework assignments seriously and do what the assignment requires, you will get full credit.

## Grading

Attendance (14 classes)	28%	2 points per class
5 Assignments	40%	8 points each
Group work and presentation	15%	15 points
Individual Career report	15%	15 points
Peer review	2%	2 points

## Due dates for written work:

1 personal plan #1:	Sept. 6
2 future career:	Oct. 25
3 resume:	Nov 15 (draft) Nov 22 (final)
4 cover letter:	Nov 29
5 personal plan #2:	Dec 6
group presentations:	Nov 29 and Dec 6
individual report:	Dec 15

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 15855303. 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. *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. Feel free to stop by anytime, or contact me to make an appointment. The best way is via email (ecashdan@gmail.com).

## Class Schedule

I recommend that you keep a copy of your assignments in an online career “portfolio” for future reference.

### Aug 23

**Class:** Introduction to the course

**Homework for next week:** Read pages 26-29 and chapter 3, and start thinking about how you would answer the questions on 27-29. (The portfolio they suggest on p. 26 can be electronic.)

### Aug 30

**Class:** Doing research at the U: Undergraduate Research Opportunities (Stephanie Shiver).

**Homework for next week:** 1. Personal plan assignment. Write a personal plan (ch. 2 calls it a “personal contract”) answering questions 1, 3, and 4. (i.e., what is your specific area or discipline of interest? What classes, projects and educational experiences have you had that relate to your proposed career? What would you like to accomplish within the transition from student to professional?) About a page or two, use the suggestions on pp. 28-29 for guidance. Submit to turnitin. NOTE: You will rewrite this at the end of the term

2. Bring a laptop next week, know how to connect to the University wifi

### Sept 6

**Class:** Doing research at the U (continued): (a) How to use the research databases (bring a laptop) and (b) how to write an effective research paper.

**Homework for next week:** 1. Read article about career choices (see website for links). We will discuss in groups next class.

### Sep 13

**Class:** Learning abroad (Kathryn Timm) and internships; article discussion.

**Homework for next week:** Internships and learning abroad assignment: Read ch. 10 (Internships and volunteering). Find at least one attractive opportunity to extend your education through either learning abroad or an internship. Write a brief description and keep in your portfolio, you will be discussing it with others in class later in the term.

### Sep 20

**Class:** Cultural Anthropology (Adrian Bell and Shane MacFarlane?)

**Homework for next week:** Read ch 4 (Professional qualifications, standards, and ethics), ch. 5 (Past jobs and future careers), and at least 3 careers stories of interest to you from Appendix 2. Write down some careers in the reading that look interesting, note pros and cons briefly, and keep for reference in your portfolio. You will refer to this later.

## Sep 27

**Class:** Archaeology (Jack Broughton)

**Homework for next week:** 1. View video “Real People, Real Careers” about careers in Anthropology (available for streaming - see the link on the turnitin calendar). You might also be interested in viewing “Anthropologists at Work: Careers Making a Difference” (GN 41.8 A58 2000z). Write down some careers in the video that you think might be worth pursuing, and keep for reference in your portfolio (you will refer to this later). 2. Skim links on the homepage and in Appendix 3, and check out a few in your area of interest. Jot down some opportunities (internships, fieldschools, or careers) that sound interesting, and keep the notes in your portfolio.

## Oct 4

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

**Homework for next week:** Future careers assignment. This is a two-week assignment, due Oct. 25. Decide on a career to research, using what you learned from the speakers, your notes on the video, chapter 5, the career stories, and links on the course homepage and book appendices. Research that career, listing (1) the general requirements for that career, (2) the qualifications you currently have for that career and (3) what you would need to accomplish in order to obtain an entry-level position in that career or acceptance to a required graduate program (whichever is most appropriate). Three bulleted sections, max two pages. Submit to Turnitin.

**Oct 11.** Fall break

## Oct 18

**Class:** Using anthropological tools in the workplace with Ted Coxworth, Progrexion. Group discussion (internships/study abroad)

## Oct 25

**Class:** Interest group meeting (1). Discuss careers within your area, allocate tasks for your group presentation.

**Homework for next week:** 1. Begin work on your group careers presentation (continue as needed through the following weeks). See website for detailed guidance on this.

## Nov 1

**Class:** How to choose and apply to graduate schools

**Homework for next week:** Read ch. 7 (The resume, CV, and biographical statement) and ch 9 (Applying for the job).

## Nov 8

**Class:** Career services: Resumes, Interviews, and other tools for the job search (Carmen Gold)

**Homework for next week:** Resume assignment. Prepare a resume, one you could submit now. It should be targeted to a job or internship that will give you relevant experience for your longer-term goals. Make copies for everyone in your interest group and bring next week.

**Nov 15**

**Class:** Interest group meeting: Discuss and critique each other's resumes. Work on the group presentation as needed.

**Homework for next week:** 1. Revise your resume if needed, based on feedback from the group, and submit to turnitin.

2. Prepare an "elevator" pitch. The elevator pitch should be about 30 seconds long, and conversational in tone. Recommended: Prepare a written version, to use as a starting point for a brief bio, LinkedIn profile, etc.

**Nov 22**

**Class:** (1) How to write an effective cover letter (2) elevator pitch presentations

**Homework for next week:**

Cover letter assignment. Read ch. 8 (Letters that will get you the job) and write a cover letter for the job or internship you identified in the last assignment (it doesn't need to be an actual open position). Submit to turnitin.

**Nov 29**

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

**Homework for next week:**

Personal plan assignment #2. Revise the personal plan you prepared in the beginning of class. Are there new ideas and opportunities that will help you achieve your career aims? You may also change your area of interest if you have learned of something that interests you more. Submit to turnitin.

**Dec 6**

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

**Homework for next week:**

Complete your individual career report, in which you research two *specific* graduate schools, internships, or jobs. For each job/career/internship, summarize: (1) the pros and cons from your perspective, (2) the requirements for applicants, (3) which skills, experience, and training you already possess, and (4) how you might get the ones you don't have. See website for detailed guidance. Submit to Turnitin. Also submit the peer review for your group presentation.

## **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).

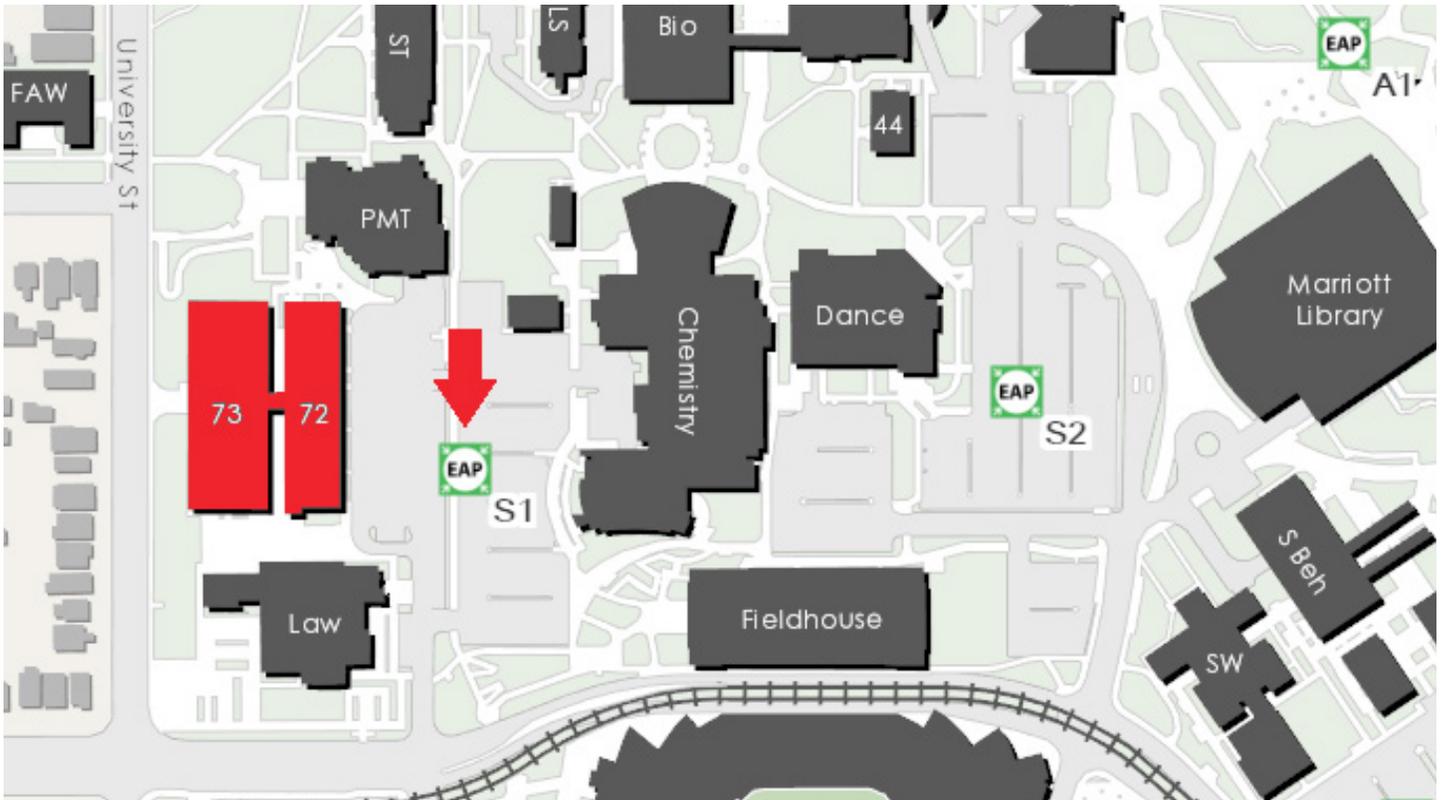
**Student Code:** (Policy 6-400) All students are expected to maintain professional behavior in the classroom setting, according to the Student Code ([regulations.utah.edu/academics/6-400.php](http://regulations.utah.edu/academics/6-400.php)). Students have specific rights in the classroom as detailed 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.

# CSBS EMERGENCY ACTION PLAN



## BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>.



## CAMPUS RESOURCES

**U Heads Up App:** There's an app for that. Download the app on your smartphone at [alert.utah.edu/headsup](http://alert.utah.edu/headsup) to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

**Safety Escorts:** For students who are on campus at night or past business hours and would like an escort to your car, please call **801-585-2677**. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.