

3005: CAREERS WITH ANTHROPOLOGY

Dr. Mark Moritz
moritz.42@osu.edu
4058 Smith Laboratory
Tel. (614) 247-7426

Autumn 2020
Hours of instruction: TR 12:45 – 2:05 PM
Classroom: Pomerene Hall 280
Student hours: R2-4 PM or by appointment

COURSE DESCRIPTION

This course provides an overview of various career paths for students with degrees in anthropology. It will help students from all sub-fields of anthropology develop professional skills in preparation for life after graduation. Specifically, it focuses on the ways in which one can apply anthropological concepts, research methodologies, and analytical skills in a wide range of careers. Students learn from speakers from diverse professions who discuss how they have applied their anthropology degrees in work outside of academia, and have leveraged their anthropological resumes to network, get interviews, and land jobs. Students will also gain insight about their own skills, learn ways to narrow the gap between their present skill-set and what they would like to learn, complete methods exercises they can add to their resumes, and consider ethical issues for doing ethnographic work both inside and outside of academia. Portfolios, including a resume and online professional profile, will be created by students as part of their final project. The learning journey of the course is as follows: (1) students start with reflection work on anthropology and their desired professional career; (2) students then identify a tentative career plan; (3) do research that either confirms or refutes their plan; (4) revise their plan as needed; (5) and end the course with key career management skills to keep moving forward with their plan.

COURSE GOALS

The goal of the course is to train students to develop, practice, and translate their anthropological skills to a wide range of professional careers and this entails that upon completion of the course, students will be able to do the following:

1. Think as an anthropologist, i.e., understand and apply culture concept, cultural relativism, holistic perspective, comparative perspective, biocultural perspective, reflexivity, and an ethnographic approach.
2. Apply an anthropological approach to study and solve problems, e.g., develop research skills, collaborative skills, critical and analytical skills.
3. Translate anthropological skills to different audiences and in multiple modalities, e.g., resume, interviews, online profiles, written report.
4. Plan a career using anthropological skills, e.g., research professional careers, develop a network, identify skill gaps.

COURSE REQUIREMENTS AND EVALUATION

1. Participation: You are expected be actively engaged in class; that is, coming to class prepared, paying attention, and contributing to discussions and problem solving, both by making comments and by facilitating other people’s participation. Because it is difficult to do well in the course if sessions are missed *attendance at every class meeting is required*. Late arrival and early departure are considered poor participation; they are disruptive to others and make it likely to miss essential information.

2. Homework assignments. The homework assignments will focus on critical concepts and professional skills that are central to the learning goals. The assignments build towards the final assignment: your professional portfolio (see below). There will be 14 homework assignments and the two with the lowest score will be dropped (or you can skip two).

3. Addendum. At the end of every week – before Friday midnight – you have to submit a paragraph or two (certainly no longer than one page) in which you reflect on what you learned that week from the guests, readings, assignments, and discussions with an emphasis on what you learned from discussions with your fellow students. The goal of the addenda is for you to develop your own conceptual framework for your own professional career and prepare for the capstone assignment of the professional portfolio. There will be 14 addenda and the two with the lowest score will be dropped (or you can skip two).

4. Professional portfolio. You will develop a professional portfolio that includes a LinkedIn profile, a resume, a skills assessment, an individual development plan, and a research report on your selected professional career and field. The portfolio will build on the different homework assignments and is due on Wednesday 9 December before midnight.

Evaluation: Course responsibilities will be weighted in the following way:

1. Participation	10%
2. Homework assignments	50%
3. Addenda	20%
4. Professional portfolio	20%
Total	100%

Final grades are based on the OSU Standard Scheme. A general guide to how you are doing is: A 93; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 60-66; E< 60.

SCHEDULE AND TOPICS

WEEK 1: THINKING LIKE AN ANTHROPOLOGIST (25-27 August)

1. READ Henrich, Joseph, Steven J. Heine, and Ara Norenzayan. 2010. Most people are not WEIRD. *Nature* 466 (1 July 2010):29
2. STUDY Data Analysis of alumni survey AU18
3. WRITE up an analysis of the data from the alumni survey. What are the patterns that you see? Are these patterns different from what you expected in terms of careers of anthropology alumni? How are they similar or different compared to your expectations? What did you learn from the survey results?
4. WATCH: "Doing Anthropology" – Applying anthropological perspectives in different context – <https://shass.mit.edu/multimedia/video-2008-doing-anthropology>

WEEK 2: CAREERS IN ANTHROPOLOGY (1-3 September)

1. READ chapter 1 – 3 in Nolan, R. W., ed. 2013. *A handbook of practicing anthropology*. Chichester (UK): Wiley-Blackwell.
2. READ AAA Advance Your Career: What do Anthropologists Do? www.americananthro.org/AdvanceYourCareer/Content.aspx?ItemNumber=2148
3. READ AAA: What are the Job Prospects for Anthropologists? www.americananthro.org/AdvanceYourCareer/Content.aspx?ItemNumber=1783
4. WATCH: The Captivating and Curious Careers of Anthropology (<https://www.americananthro.org/AdvanceYourCareer/Content.aspx?ItemNumber=1783>).
5. WRITE an elevator-pitch in which you describe how anthropologists think, i.e., what is it that makes your skills set different from other (social) scientists?
6. GUEST: Elizabeth Gardiner, Measurement Resources Company

WEEK 3: THE CASE FOR ANTHROPOLOGY (8-10 September)

1. READ Agar, Michael. 2006. An Ethnography By Any Other Name ... *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research* 7 (4).
2. WRITE a explain what the ethnographic logic is that Michael Agar outlines in his article the document and (2) describe how we could use that ethnographic approach to study careers with anthropology / practicing anthropologists in this class.
3. GUESTS panel of alumni from the anthropology program who are in a range of different careers. Ariel Miller, Council of Development Finance Agencies and Madelyn Gutkoski, Owens Corning

WEEK 4: SELF-INVENTORY (15-17 September)

1. READ chapters 4 – 5 in Bolles, Richard N. 2019. *What color is your parachute? A practical manual for job-hunters and career-changers*. New York: Ten Speed Press.
2. WRITE self-inventory using Bolles' Flower Exercise.
3. WORKSHOP: Getting started with Career Success – Are you career ready? (Brandy Williams, ASC Career Services.
4. GUESTS Andrew Weiland, National Park Service

WEEK 5: CRITICAL ANTHROPOLOGICAL PERSPECTIVES (22-24 September)

1. READ Hora, Matthew T., Ross J. Benbow, and Bailey B. Smolarek. 2018. Re-thinking Soft Skills and Student Employability: A New Paradigm for Undergraduate Education. *Change: The Magazine of Higher Learning* 50 (6):30-37.
1. READ: Fiske, Shirley, Working for the Federal Government, in Nolan R.W., editor. (2013) *A handbook of practicing anthropology*. Wiley-Blackwell, Chichester (UK).
2. WRITE a critical review of the job market drawing from the readings of this week.
3. GUEST: Sara McGuire, Federal Government

WEEK 6: SKILLS INVENTORY (29 September – 1 October)

1. READ the chapter *Understanding Your Educational Background* from the textbook by Briller S.H., Goldmacher A. (2009) *Designing an anthropology career: professional development exercises*. AltaMira, Lanham (MD)
2. WRITE up an inventory of your courses using short, jargon-free phrases, or take descriptions from your course syllabi, if appropriate. Succinctly explain how your coursework has given you relevant skills. List brief but memorable examples from class as vivid illustrations of why these skills are relevant in the workplace.
3. GUEST: Dolly Hayde, COSI's Center for Research and Evaluation

WEEK 7: RESEARCHING CAREERS (6-8 October)

1. READ the chapter *Representing yourself in other fields* from the textbook by Briller S.H., Goldmacher A. (2009) *Designing an anthropology career: professional development exercises*. AltaMira, Lanham (MD)
2. WRITE up a plan to research the career community (or one of them, if you are interested in multiple communities) in order to learn more about the companies, job opportunities, where the jobs are, starting positions and salaries, degree and other requirements, and the future outlook for the industry.
3. GUEST: Jessica Healy Profitós, Institut National de Santé Publique Du Québec

WEEK 8: NETWORKING (13-15 October)

1. READ Granovetter, Mark. 1973. The strength of weak ties. *American journal of sociology* 78:1360-1380.
2. READ chapter 30 in Nolan, R. W., ed. 2013. *A handbook of practicing anthropology*. Chichester (UK): Wiley-Blackwell.
3. WORKSHOP: If you are not networking, you are not working (Barbara Harvey, ASC Career Services_
4. WRITE an action plan with strategies for narrowing the skills gap between the career that you are pursuing and where you are right now. (1) What skills do you need for your career? What skills do you already have? What skills do you need to further develop? (2) What are the steps you have already taken? What are the steps that you will take this semester? What steps will you take in the coming year? (3) Does this course help in any way or were you already taking these steps or planning to take these steps before you were taking this course?
5. GUEST: Jessica Mayercin-Johnson, Office of Responsible Research Practices, OSU

WEEK 9: PRESENTATION OF SELF (ONLINE) (27-29 October)

1. READ: LinkedIn for Students (<https://university.linkedin.com/linkedin-for-students>)
2. READ chapter 7 in Bolles, Richard N. 2019. *What color is your parachute? A practical manual for job-hunters and career-changers*. New York: Ten Speed Press.
3. CREATE a LinkedIn profile following the instructions from LinkedIn for Students
4. GUEST: Bruce Larson, Cultural & Natural Resources Branch Manager NAVFAC Atlantic

WEEK 10: INFORMATIONAL INTERVIEWING (20-22 October)

1. READ the chapter *Understanding your professional connections* from the textbook by Briller S.H., Goldmacher A. (2009) *Designing an anthropology career: professional development exercises*. AltaMira, Lanham (MD)
2. READ: Chambers, Paula, Professional networking for professionals, in Nolan R.W., editor. (2013) *A handbook of practicing anthropology*. Wiley-Blackwell, Chichester (UK).
3. READ ASC Career Success tips sheets on interviewing <https://artsandsciences.osu.edu/career-success/students/navigating-career-planning-process/guides-tip-sheets>
4. WRITE. Use the strength of your weak links and make new connections with professionals and organizations in Columbus, Central Ohio, or beyond. Conduct two (or more) informational interviews with them to learn more about your research communities.
5. GUEST: Sarah Thornburg, Columbus Alternative High School

WEEK 11: TRANSLATING SKILLS (3-5 November)

1. READ chapter 27 – 29 in Nolan, R. W., ed. 2013. A handbook of practicing anthropology. Chichester (UK): Wiley-Blackwell.
2. WRITE a short piece in which you translate your anthropological (and other) skills to match the positions and careers you plan to pursue.
3. GUEST: Stephanie Kline, Ohio Historical Center

WEEK 12: WRITING RESUMES (10-12 November)

1. READ Graeber D. (2013) On the Phenomenon of Bullshit Jobs: A Work Rant. Strike! Magazine.
2. READ ASC resume resources
3. WORKSHOP: It's Time to Brag - Writing Resumes and Cover Letters (Mark Runco, ASC Career Services)
4. GUEST: Ryan Wilhelm, Career Counselor, Office of Student Life

WEEK 13 TAKING STOCK (17-19 November)

1. READ chapter 27 – 29 in Nolan, R. W., ed. 2013. A handbook of practicing anthropology. Chichester (UK): Wiley-Blackwell.
2. READ Jay Hasbrouck. 2015. Beyond the Toolbox: What Ethnographic Thinking Can Offer in a Shifting Marketplace <https://www.epicpeople.org/beyond-the-toolbox-what-ethnographic-thinking-can-offer/>
3. WRITE a letter to a current first-year anthropology student in which you give them advice about preparing for careers with anthropology while in college.
5. GUEST: Elizabeth E. Osorio, The Law Office of Brian Jones, LLC

WEEK 14: GRADUATE SCHOOL (AND THANKSGIVING) (24 November)

1. READ chapters 1 – 3 in Chakrabarty, P. 2012. A guide to academia: Getting into and surviving grad school, postdocs, and a research job. Chichester (UK): Wiley-Blackwell.
2. READ “Picking a Graduate School” Anthrodendum blog (formerly Savage Minds). <https://savageminds.org/2011/12/25/picking-a-graduate-school/>
3. READ: Odds Are, Doctorate Will Not Prepare You for a Profession Outside Academe. <https://www.chronicle.com/article/Odds-Are-Your-Doctorate-Will/246613>
4. RESEARCH the following: professors and programs that fit your needs; admissions procedures; financial support; student satisfaction
5. WRITE an undergraduate curriculum vitae – see example in Chakrabarty (2012). Identify what is missing from your CV and how you can fill the gap.
6. GUESTS panel with graduate students at different stages of their careers – first year through final year.

WEEK 15: WRAPPING UP (1-3 December)

1. READ: Wesch, Michael. 2018. The Good Life, in The Art of Being Human
2. READ chapter 33 in Nolan, R. W., ed. 2013. A handbook of practicing anthropology. Chichester (UK): Wiley-Blackwell.

FINALS WEEK

The portfolio is due on Thursday 23 April before midnight.

OFFICE OF DISABILITY SERVICES STATEMENT

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

MENTAL HEALTH STATEMENT

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614 -292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614 -292- 5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1- 800 -273-TALK or at suicidepreventionlifeline.org.

COMMITTEE ON ACADEMIC MISCONDUCT STATEMENT

All students should become familiar with the rules governing academic misconduct, especially as they pertain to plagiarism and cheating. Ignorance of the rules is not an excuse and all alleged cases of academic misconduct will be reported to the Committee on Academic Misconduct (COAM). It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

DIVERSITY STATEMENT

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

TITLE IX STATEMENT

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

READINGS

All required and recommended readings are made available through Carmen. You are expected to have read the assigned readings once or twice before you come to class. As you read, highlight, take notes, summarize, look up new words or concepts, and come with questions for me and/or your classmates. In short, be prepared to discuss the readings in class and bring the readings to class. I also recommend you to go over the readings once more after class.