

Term Information

Effective Term Autumn 2020

General Information

Course Bulletin Listing/Subject Area Anthropology
Fiscal Unit/Academic Org Anthropology - D0711
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 7005
Course Title Careers with Anthropology
Transcript Abbreviation Anthro Careers
Course Description This course provides an overview of various career paths for students with graduate 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 they can apply anthropological concepts, research methodologies, and analytical skills in a wide range of careers.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Workshop
Grade Roster Component Workshop
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.0201
Subsidy Level Doctoral Course
Intended Rank Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

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

Content Topic List

- Career
 - Anthropological skills
 - Professional portfolio
 - Individual development plan
- No

Sought Concurrence

- syllabus 7005.docx: Syllabus
(Syllabus. Owner: Healy,Elizabeth Ann)

Attachments

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Healy,Elizabeth Ann	10/01/2019 02:21 PM	Submitted for Approval
Approved	McGraw,William Scott	10/09/2019 09:32 AM	Unit Approval
Approved	Haddad,Deborah Moore	10/09/2019 10:12 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	10/09/2019 10:12 AM	ASCCAO Approval

7005: CAREERS WITH ANTHROPOLOGY

Dr. Mark Moritz
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Tel. (614) 247-7426

Spring 2021
Hours of instruction: TR 12:45 – 2:05 PM
Enarson 018
Office hours: W10-12 PM or by appointment

COURSE DESCRIPTION

This course provides an overview of various career paths for students with graduate degrees in anthropology. It will help students from all sub-fields of anthropology develop professional skills in preparation for life after the Ph.D. degree. 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 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 move 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.

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.

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

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.

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/>.

READINGS

The following books are required for this course:

Chakrabarty, Prosanta. 2012. *A guide to academia: Getting into and surviving grad school, postdocs, and a research job*. Chichester (UK): Wiley-Blackwell.

Nolan, Riall W., ed. 2013. *A handbook of practicing anthropology*. Chichester (UK): Wiley-Blackwell.

Additional 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.

COURSE REQUIREMENTS AND EVALUATION

1. Participation: You are expected to 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. There will be 16 homework assignments that 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).

3. 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 homework assignments and is due on Thursday 26 April before midnight.

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

1. Participation	10%
3. Homework assignments (16)	45%
4. Professional portfolio	45%
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

1. READ Henrich, Joseph, Steven J. Heine, and Ara Norenzayan. 2010. Most people are not WEIRD. *Nature* 466 (1 July 2010):29
2. READ Agar, Michael. 2006. An Ethnography By Any Other Name ... *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research* 7 (4).
3. 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?
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. READ Chapters 1 – 3 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. 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 a short essay in which you describe what anthropologists can bring to the table in non-academic careers, i.e., how would you pitch anthropology to future employers? Specifically, describe two skills and perspectives that anthropologically-trained students possess that offer distinctive benefits in the workplace.

WEEK 3: THE CASE FOR ANTHROPOLOGY

1. READ chapter 1 – 3 in Nolan, R. W., ed. 2013. *A handbook of practicing anthropology*. Chichester (UK): Wiley-Blackwell.
2. READ AAA. 1998. Code of Ethics of the American Anthropological Association.
3. LISTEN to the *Story of Us* podcast (<http://u.osu.edu/astoryofus/>)
4. WRITE a short review of these chapters in which you discuss how the authors use anthropological skills and expertise in their respective careers.

WEEK 4: SELF-ASSESSMENT

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-assessment using Bolles' Flower Exercise.
3. GUESTS panel of alumni from the anthropology program who are in a range of different careers.

WEEK 5: RESEARCH METHODS

1. READ chapters 1 – 6 in Galman, Sally Campbell. 2007. *Shane, The Lone Ethnographer: A Beginner's Guide to Ethnography* Lanham (MD): Altamira Press.
2. LISTEN: This Anthro Life Podcast – “How to Think Like an Ethnographer” <https://player.fm/series/this-anthro-life-2427584/how-to-think-like-an-ethnographer-with-jay-hasbrouck>
3. WRITE an outline of your plan for researching your preferred professional career.
4. GUESTS panel with alumni on how job markets work, how employers hire, and how employees find work

WEEK 6: RESEARCH CAREERS

1. READ chapters 4 – 7 in Nolan, R. W., ed. 2013. *A handbook of practicing anthropology*. Chichester (UK): Wiley-Blackwell.
2. READ chapters 7 – 8 in Galman, Sally Campbell. 2007. *Shane, The Lone Ethnographer: A Beginner's Guide to Ethnography* Lanham (MD): Altamira Press.
3. LISTEN: This Anthro Life Podcast – “Is Corporate Anthropology Selling Out?” <https://player.fm/series/this-anthro-life-2427584/is-corporate-anthropology-selling-out-a-conversation-on-consulting-with-vyjayanthi-vadrevu-this-anthro-life>
4. WRITE a detailed research plan that describes what professionals you will interview, what questions you will ask, where you will conduct observations, how you will conduct your participant observations, and how you will analyze the data.
5. IN-CLASS develop a guide for an informational interview to learn from professionals about possible career paths.

WEEK 7: DEVELOPING A PLAN

1. READ four chapters from Part II in Nolan, R. W., ed. 2013. A handbook of practicing anthropology. Chichester (UK): Wiley-Blackwell.
2. WRITE a short-term career plan. What are your short-term plans/goals for the next 2 years? Name specifics: what courses do you want to take? What skills do you want to sharpen? What kind of internship or volunteer work do you want to do? Work in a research lab? If so, which kind? What companies would you like to work for? What types of people do you want to do informational interviews with?
3. WRITE a long-term career plan. What are your long-term plans/goals for the next 10 years? Where do you see yourself working or what do you see yourself doing 10 years down the road? What will it take to get there? Will you join professional organizations? Continue to network? What kind of salary do you want to be making? Does that matter? Is something else more important than salary? What kind of long-term training do you need? Will you need to go to graduate school? Evaluate not only career goals but also personal goals, keeping in mind your core values.
4. WRITE a plan B that explains what you would do if you do not get your dream job for whatever reason? What would be your back-up plan? How do you plan flexibility?
5. IN-CLASS career development plan workshop by staff from ASC Career Services.

8: SOFT SKILLS: WORKING WITH PEOPLE

1. READ four chapters from Part III in Nolan, R. W., ed. 2013. A handbook of practicing anthropology. Chichester (UK): Wiley-Blackwell.
2. READ Strauss, V. "The surprising thing Google learned about its employees – and what it means for today's students" Washington Post Dec. 20, 2017
https://www.washingtonpost.com/news/answer-sheet/wp/2017/12/20/the-surprising-thing-google-learned-about-its-employees-and-what-it-means-for-todays-students/?utm_term=.5873e4ec0bb2
3. READ Are you career ready?
(<https://artsandsciences.osu.edu/sites/default/files/Are%20You%20Career%20Ready.pdf>)
4. WRITE an action plan with strategies for narrowing the skill gap between what you want to achieve in your career and where you are right now.
5. IN-CLASS competencies workshop by staff from ASC Career Services.

WEEK 9: NETWORKING

1. READ Granovetter, Mark. 1973. The strength of weak ties. American journal of sociology 78:1360-1380.
2. READ chapters 27 – 30 in Nolan, R. W., ed. 2013. A handbook of practicing anthropology. Chichester (UK): Wiley-Blackwell.
3. MAP weak ties in ego-centric network, i.e., six degrees of separation Kevin Bacon exercise.

4. NETWORK and make new connections with professionals and organizations in Columbus and/or beyond (interview them for your research project)
5. IN-CLASS workshop on different career platforms, e.g., Handshake, OSU AlumniFire, LinkedIn, Versatile PhD, Imagine Ph.D. by staff from ASC Career Services.

SPRING BREAK

WEEK 10: PRESENTATION OF SELF (ONLINE)

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. CREATE a web page for your professional self using the Adobe spark Suite.

WEEK 11: PRESENTATION OF SELF (IRL)

1. READ: Kelsky, Karen "Let's Talk Backpacks" The Professor Is In blog <http://theprofessorisin.com/2017/08/23/lets-talk-backpacks/>
2. READ: McGranahan, Carole "Conference Chic, or How to Dress Like an Anthropologist" Anthrodendum blog (formerly "Savage Minds") <https://savageminds.org/2013/11/20/conference-chic-or-how-to-dress-like-an-anthropologist/>
3. READ: "Who Decides What Professional Clothing Is?" *Racked*, July 13. 2017. <https://www.racked.com/2017/7/13/15900900/professional-dress-office-code>
4. WRITE: a personal reflection (400-500 words) in response to the following questions on presentation of self: (a) Why does attire matter for self-presentation in professional settings? (b) What are aspects of professional self-presentation that you feel confident about and others that you might struggle with? (c) What are the attitudes and practices you want to adopt to project your best professional self in the future?

WEEK 12: COMMUNICATING ANTHROPOLOGY

1. READ chapter 27 – 29 in Nolan, R. W., ed. 2013. *A handbook of practicing anthropology*. Chichester (UK): Wiley-Blackwell.
2. READ ASC Career Success tips sheets on interviewing <https://artsandsciences.osu.edu/career-success/students/navigating-career-planning-process/guides-tip-sheets>
3. WRITE report on your research of your preferred professional career
1. IN-CLASS mock interviews in which students making the case for anthropology, i.e., what anthropological and other skills will they bring to their career of choice?

WEEK 13: ACADEMIC JOBS I

1. READ chapters 3 – 5 in Chakrabarty, P. 2012. *A guide to academia: Getting into and surviving grad school, postdocs, and a research job*. Chichester (UK): Wiley-Blackwell.
2. GUESTS panel with alumni in a range of different academic positions about the academic job search.
3. WRITE an curriculum vitae and cover letter for a teaching position – see example in Chakrabarty (2012). Identify what is missing from your CV and how you can fill the gap.

WEEK 14: ACADEMIC JOBS II

1. READ chapters 6 – 8 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: Odds Are, Doctorate Will Not Prepare You for a Profession Outside Academe. <https://www.chronicle.com/article/Odds-Are-Your-Doctorate-Will/246613>
3. WRITE an curriculum vitae and cover letter for a position at a research university – see example in Chakrabarty (2012). Identify what is missing from your CV and how you can fill the gap.
4. GUESTS panel with faculty from the department at different stages of their careers, assistant, associate, and full.

FINALS WEEK

The portfolio is due on Thursday 23 April before midnight in the Carmen Dropbox.

LEARNING OUTCOMES

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

1. Think as an anthropologist
 - a. Culture concept
 - b. Cultural relativism
 - c. Holistic perspective
 - d. Comparative perspective
 - e. Reflexivity
 - f. Biocultural perspective
 - g. Methodological approach
 - h. Considering ethics and morals
2. Apply anthropological perspectives in addressing problems
 - a. Soft skills for hard problems – working with people
 - b. Analytical thinking
 - c. Research skills (define problem, collect data, analyze data, communicate findings)
3. Translate anthropological skills to employers
 - a. LinkedIn
 - b. Resume
 - c. Communicate anthropology through multiple modalities
4. Plan a career
 - a. Network
 - b. Research careers
 - c. Interview professionals
 - d. Identify skills gap
 - e. Develop plan to narrow skills gap
 - f. Develop a professional identity

Assessment of learning outcomes

1. Participation and discussion – SLO1, SLO2
2. Homework assignments – SLO1, SLO2, SLO3, SLO4
3. Professional portfolio – SLO3, SLO4