Considering Graduate School

Mark Griffin, Department of Anthropology, San Francisco State University, San Francisco, California 94132

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WHY SHOULD I CONSIDER GRADUATE SCHOOL?

According to statistics compiled by the ***American Anthropological Association***, most (>75%) practicing anthropologists hold a Ph.D. (60%) or Master's (25%) degree. Examination of the AAA statistics reveals that only about 50% of recent anthropology graduates work in "academia." The remaining 50% work in research, government, and industry positions. While it is important to remember that a graduate degree is not a requisite for getting a job in anthropology, it certainly vastly increases your chances of getting a job that you will *like* and can turn into a *career* (see **Careers in Anthropology** at the end of this booklet).

Having said that, you should consider some sober advice from recent PhD's responding to the 1995 *AAA PhD Survey (AAA Newsletter, October 1995, pg. 37)*:

> "Be very sure that this is what you want to do. Know why you're doing it. Go for it only if you have a passion for anthropology and adventure. Do not enter for the sake of a career - only for love of anthropology itself. Don't do this unless you are obsessed with the field and are willing to work for very little money. Weigh carefully your love for the profession against your desire for economic stability. Accept that a career in anthropology is more like an artist's career than a lawyer's. Study what you love and care about, and don't worry about the future. If it's your dream - go for it!"

Every anthropology major should seriously consider graduate school as a viable career option. Don't let any one person discourage you from considering graduate school. Remember that this is your life and ultimately the graduate programs to which you apply are going to decide whether you are qualified for graduate work or not. On the other hand, according to the most recent statistics (*AAA Newsletter*, September 1997) anthropology graduate students spend on average 8-10 years in graduate school (range 3-19 years). In other words, this is a serious decision, take some time to make it.

CHOOSING A GRADUATE SCHOOL

The first thing you should do is talk to your advisor. You should do this *at least* by the end of your junior year. Ask them what schools they would recommend for you. Be persistent; this is your future, so ask lots of questions and if you are not satisfied with the answers ask more. After talking with your advisor, talk to several other professors to get their opinion (remember, one of the points of going to professional meetings is to do exactly this).

At this point, you should have a list of about ten schools. Find their website and start keeping track of deadlines and requirements. Sit down with your advisor again and try to narrow your list down to about five schools. Your list should include one "dream" program (the best possible school that you could get into), two or three "good" programs (ones that are not necessarily your first choice but that are solid and that you have a reasonable chance of getting into and getting funding from), and two or three "sure things" (programs that are good and you know you can get into).

One of the top five responses by recent anthropology graduate school graduates to the question "What advice would you give to prospective graduate students in anthropology?" was: **Talk to previous graduate students about the school and advisors**. This, in my opinion, is one of the most important things you should do to choose an appropriate school for you. It may not be possible for you to actually visit the schools. This is one of the important things for you to do at professional meetings. Also don't forget that the Web has many ways for you to get into contact with students. Don't ignore this resource.

At this point you will have a list of three to five schools that you're still interested in. Now complete the applications and send them in.

HOW TO GET PREPARED
AND
WHAT YOU SHOULD BE DOING NOW

PhD graduates gave this advice to incoming graduate students (AAA Newsletter, October 1995, pg. 36):

> "Obtain teaching experience. Learn statistics. Take technical classes in analytical methods. Do as much field research as you can. Take classes in all the subdisciplines. Learn to write. Master public speaking. Get a background in budget management. Get some experience in an interdisciplinary project. Give conference papers and publish before completing the degree. Do not go into debt to finance your graduate studies. Finish quickly and get back into the real world ASAP. Have fun and enjoy what you're doing."

In a perusal of anthropology graduate programs nationwide one item stands out: research skills that are considered *related to* but not necessarily *taught in* anthropology departments are the responsibility of the student to obtain. An example from the University of Florida graduate application guidelines:

> "Various kinds of anthropological research require skills which are normally not taught as part of anthropological programs. Such skills may include a knowledge of human anatomy and physiology, surveying, drawing, soil chemistry, psychological testing, computer programming, or photography. Students whose research interests are such that they may need one or more of these skills should try to acquire them, by course work or otherwise, as early in their preparation as possible."

Don't wait until graduate school to get a head start on these. All of these can be worked on now while you're in undergraduate school. This gives you a competitive edge in applying to graduate schools and gives you less to worry about when you get there.

There are four specific things you should start working on at least by your junior year:

(1) ***Prepare a curriculum vitae and keep it up to date***. This is important. Keep track of everything you do professionally. Graduate programs want to see that you have taken an interest in anthropology outside of the classroom. Also, undergraduate research experience is the number one way that entering graduate students get chosen for research positions. If you have no "track record" you won't be considered for these. Also, if a professor takes an interest in your application because of your prior research experience, all sorts of academic shortcomings can be forgotten.

Your vitae should highlight a number of different categories including education, fieldwork, labwork, membership in professional societies (e.g., AAA, AAPA, BARFAA, SAA), scholarships and honors received, published and unpublished research reports, papers and posters given at meetings.

(2) ***Think about references***. Take this seriously. Ideally, you want to choose people who have more than a cursory knowledge of your background. In other words, you want professors that have instructed you in more than one class, and ideally, have a knowledge of your professional experience beyond the classroom (e.g., laboratory and field work).

(3) ***The GRE***. Take it. You should plan to take this during your Junior year. This gives you time to work it into your finances (basic cost is ~$100.00) and take it again if you need to.

(4) ***Prepare an application letter***. Before your senior year, start formulating your *Statement of Purpose*. All graduate programs require this. Write a draft and have your advisor edit it. Make sure that you address the specifics that graduate schools ask and make sure that both you and your advisor are satisfied with it. Remember, this will be the first impression you make on the admission committee; make it a good one.

Your *Statement of Purpose* should include:
(a) the general scope of your knowledge of anthropology
(b) your general research interests in anthropology
(c) what preparation you have had for these
(d) how are you going to benefit from graduate work and how are you going to benefit the program
(e) what are your plans for your professional career
(f) who specifically you want to work with in the program and why

GENERAL GRADUATE SCHOOL REQUIREMENTS

There are no "blanket" requirements for admission to graduate school. Each school and program has its own requirements. There is one important thing to keep in mind, however: admission to the *graduate school* and admission to the *program* are two separate decisions. Being admitted to the *graduate school* is similar to being to being admitted to SFSU -- all of the various programs (e.g., biology, chemistry, anthropology, sociology, etc.) are part of the *graduate school*. Requirements for admission to ***graduate schools*** vary tremendously, however ***generally*** (the vast majority of programs listed in the *AAA Guide*):

(1) the GPA requirement is at least a "B" average in your "upper division work" and in many cases at least a "B" average overall (your total undergraduate GPA)

and

(2) the GRE requirement is a combined score of 1000 or higher on the Verbal and Quantitative Tests (some schools are beginning to factor in the Analytical section)

You should take note of the fact that a lot of programs suggest that prospective students who *do not* meet these requirements should contact the department chairperson to ascertain if exceptions to the general rules can be made.

As with ***graduate school*** admission requirements, ***graduate program*** (the department) requirements vary tremendously. Some generalizations can be made:

(1) with the above provision, ***graduate programs*** require that you be admitted to the ***graduate school*** of the university

(2) most programs require that you have taken at least one (preferably more) course in each of the four subdisciplines

(3) in addition, departments examine the distribution of your undergraduate work (i.e., the types of courses you took), the extent of preparation for graduate school you made in undergraduate school (**curriculum vitae**), and the quality and

extent of preparation for the graduate program you *propose* to undertake (**statement of purpose**)

(4) letters of recommendation that specifically address your suitability for graduate work and your practical experience in anthropology

(5) some departments want to see demonstrated proficiency in a foreign language (course work or exam)

TIME LINE

Freshman - Sophomore

Ask as many people as possible about graduate school. Attend as many extracurricular activities related to your major as possible. Get involved with other students in your major.

Junior

- Prepare a curriculum vitae
- Prepare a list of schools you are interested in
- Take the GRE
- Prepare a list of references
- Write a Statement of Purpose

Senior

- **Apply**; Many application deadlines (the complete file, not just your application) are in January. Allow lots of extra time for lost GRE scores, recommendation letters, etc.
- **Visit**; Visit campuses and prearrange interviews with faculty and students. This will give you a chance to: (1) meet members of the department in person, (2) demonstrate your initiative and interest, and (3) personalize you application by putting a face with the name on the application.

FROM M.A. TO PH.D.
ADVICE FOR CURRENT M.A. STUDENTS

In many ways the advice for current M.A. students planning to go on to doctoral school is the same as that for B.A. students applying to graduate school. There are however some major differences. For the most part, for a B.A. you are simply fulfilling course requirements which once they are done you receive your B.A. Graduate school is different. Many M.A. students suffer from "cart before the horse" disease. That is, they start worrying about doctoral school way before the M.A. has even been finished. The *course work* for the M.A. is only the beginning of completing the M.A. In addition to the course work, while working on your M.A. you should be carefully accumulating experience that clusters around a central theme (e.g., if you are a bioarchaeologist you should work on excavation projects, participate in osteological anaylses, and work on related projects while you are here). Be sure to keep track of everything that you do and put it on your curriculum vitae. This is just as important an academic record as your transcripts. Be wary of over-diversification. For example, if you are concentrating in bioarchaeology, then that should be your emphasis (e.g., a project in DNA extraction may be very interesting, but if your primary interest is in skeletal biology, your time would be better spent working on a project concerned with skeletal analysis). There are lots of projects available out there; not all of them are for you. When you apply to doctoral school, they are going to be interested in whether you spent your time productively in the Master's program gaining experience in a focused area (hence the term "Master's") or you spent your time dabbling in a variety of areas. For the most part, doctoral programs are not interested in trying to focus students who have a wider range of experience but only have a vague idea of what they want to do for a Ph.D.

The culmination of the M.A. is the Master's Thesis. A master's thesis should be based on original investigation and must demonstrate scholarship and critical judgment, as well as familiarity with methods of research and relevant literature in the candidate's

field. The thesis should be at a high level of originality and examine a problem in depth. The Graduate Division requires that your thesis meet the highest standards for scholarly publishing and must meet the peer review standards in the discipline of Anthropology. Completion of the MA Thesis is an iterative process. That is, students should expect to prepare and revise multiple drafts of their thesis before final approval. A thesis is considered to be in ***draft*** form until final approval by a student's Culminating Experience Committee and the University Graduate Division. In other words, your thesis is subject to required revisions until your committee signs your final approval page ***and*** the University Graduate Division gives final approval of your formatted thesis. In general, from first draft to final draft you should count on at least **six months**. This means that if you plan to start doctoral school in the fall semester (Ph.D. programs do not accept spring applications) you should have your first draft to your committee at least by October of the year that you apply (e.g., if you plan to start a doctoral program in Fall of 2016, your thesis committee should have your first draft by October 2015). In order of importance, here are the things that current M.A. students should be working on ***before*** applying to doctoral school:

- ***Finish the thesis*** - this means, **at the very least**, you should have your first draft to your committee **before** you apply
- ***Finish the thesis*** - the burnout and dropout rate of doctoral students trying to finish their thesis while starting a Ph.D. program is quite high; most universities will drop students from the Ph.D. program if they have not completed their M.A. by the conclusion of their first semester
- ***Finish the thesis*** - doctoral programs are very wary about admitting students who have not completed the thesis or at the very least turned in all but the ***final*** draft
- **Update your curriculum vitae** - keep track of everything you do while in the M.A. program and consult with your advisor about what you should include on the vitae
- **Prepare a list of schools** using the guidelines above
- **Retake the GRE** if your combined qualitative/quantitative score is below 1200

- ❑ **Prepare a list of references** (while important for undergraduate students, it is especially important that M.A. students give careful consideration to who they ask to write letters of recommendation; for M.A. students, your first reference should be your thesis committee chair; in consideration of this, see points 1, 2, and 3)
- ❑ **Visit** - visit campuses and prearrange interviews with faculty and students. This will give you a chance to: (a) meet members of the department in person, (b) demonstrate your initiative and interest, and (c) personalize you application by putting a face with the name on the application
- ❑ **Write a Statement of Purpose** (this should be extensively edited and tailored to each program you apply to; *you should have the first draft of this to your advisor at least by the end of September of the year you apply*)
- ❑ **Provide forms, addresses and envelopes to your references** - you should do this at least by mid-October of the year that you apply; be sure to provide a copy of your statement of purpose and curriculum vitae as well as the application deadlines
- ❑ **Apply** - many application deadlines (the complete file, not just your application) are in January; allow lots of extra time for lost GRE scores, recommendation letters, etc.

EXAMPLE STATEMENTS OF PURPOSE - M.A.

Dear Dr. [redacted],

I am applying for admission to the graduate program in anthropology for the Fall semester of 1985. An application has already been submitted to the Graduate School, together with transcripts and other pertinent materials. The following is a description of my background and interests in Anthropology, goals for graduate study, and career goals.

My academic training, in anthropology comprises courses in archaeology and cultural anthropology, but physical anthropology has been emphasized. I have also tried to obtain a background in geology, biology, advanced math, and statistics by taking courses in those departments.

As for practical experience, I have been Dr. [redacted]'s paid laboratory assistant since the 1982/83 academic year. My duties have been to assist him in the osteological analysis of several pre-Columbian Algonquin ossuary samples (from eastern North Carolina) comprising more than 100 individuals. I have also worked with Dr. [redacted] (East Carolina University) for two field seasons in the excavation of several sites along the Chowan River. My duties were to aid in the survey, excavation, processing, cataloging and general project logistics and maintenance in the testing and large scale excavations at these sites. In addition to these projects, I have worked with Dr. [redacted] in the salvage of the Burial 7 ossuary at the Baum Site, worked for Dr. [redacted] (University of North Carolina at Wilmington) on several contract test excavations and have worked as a volunteer for the North Carolina Division of Archives and History on excavations at the Flynt Site in coastal North Carolina.

As a graduate student, I would like to pursue the study of the manifestation and prevalence of disease in Amerindian skeletal populations of the southeastern United States. Also I would like to study the role that diet plays in dental attrition and disease in these populations. I am intensely interested in both of these areas and have some background in them, but would very much like to have the opportunity to study other skeletal populations from different geographical areas and time periods.

In keeping with my interests, my goals as a graduate student include gaining familiarity with the skeletal biology of Amerindians other than the Algonquians of eastern North Carolina, thereby strengthening my ability to identify pathological conditions in bone and increasing my knowledge of the use of multivariate and other statistical methods in the study of skeletal populations.

With these goals in mind, my career objectives at present are to prepare myself for a career in research and teaching in Physical Anthropology, particularly in human osteology. Understanding that anthropology is a diverse field, I have tried to make my experience in anthropology as diverse as possible, preparing myself through academic, field and laboratory experiences for advanced study. I would be pleased to receive consideration for admission as a graduate student at the University of Tennessee.

Sincerely yours,

STATEMENT OF PURPOSE

My interests lie in paleoanthropology, specifically the study of modern human origins and taxonomy. Because paleoanthropolgy requires a strong background in human anatomy and osteology, I have emphasized these in my undergraduate studies. As a graduate student at the University of Kansas I plan to further my studies in skeletal variation and population genetics for application to the study of species concepts and the origin of modern humans. The curriculum offered at the University of Kansas, with an emphasis in paleoanthropology and population genetics would allow me to further my training preparing me for my future research.

My emphasis is in biological anthropology. In preparation for continuing my studies at the graduate level I have taken courses in human osteology, human anatomy and paleoanthropology as well as courses in anthropological statistics and population genetics. I have had the opportunity to apply the knowledge gained from such courses by assisting Dr. [redacted], Assistant Professor of Anthropology at San Francisco State University and [redacted], NAGPRA Coordinator at San Francisco State University. From January 1999 to November 1999 I performed the analysis of the skeletal remains of over 100 individuals from 4-ALA-298 and 4-SHA-169 in northern California for NAGPRA compliance. Aside from analysis, my duties included conducting an inventory of the remains and writing reports. I have also gained experience in the photography of skeletal remains.

To obtain a strong foundation in biological anthropology, I have worked to obtain a background in population genetics and human evolution by continuing my education outside of the classroom. This has included reading current articles from *Journal of Human Evolution* and *American Journal of Physical Anthropology* as well as books by authors such as Ernst Mayr. Furthermore, I have taken the initiative in writing a Senior Thesis, a work in progress, looking into species concepts in paleoanthropology. While a Senior Thesis is not required for graduation, it will provide a strong foundation for my future research allowing for the application of my knowledge of osteology and population genetics.

A strong background in both cultural anthropology and archaeology has been important to my training in order to understand the cultural contexts pertaining to biological research. I have taken upper division courses in cultural anthropology with a strong emphasis in social theory and ethnographic and kinship studies. Several semesters of my undergraduate career have been spent obtaining a foundation in archaeological theory and field methods. For two semesters I assisted Professor [redacted] of Antelope Valley College in the excavation of 4-LAN-298 in Antelope Valley, California. We conducted stratigraphic studies on this prehistoric Kitanemuk Indian site to determine site boundaries and geography at the time of occupation. Under the supervision of Professor [redacted] and the Bureau of Land Management, a third semester was spent was spent in the Panamint Valley, California where I assisted in the surveying and mapping of and 18th century mining town, Anthony Mill for the purposes of site preservation. My responsibilities over these three semesters included excavation, site photography, surveying and map making. I have also accumulated many hours identifying and cataloguing artifacts from the above sites.

Obtaining funding is a necessity for undertaking research projects. Keeping this in mind I have gained experience in grant writing by serving as an assistant to Dr. [redacted], Professor and Director of the California Studies Program at San Francisco State University on two grant proposal projects. The first grant, which we were awarded, was to the National Endowment of the Humanities for the establishment of the Pacific Regional Humanities Center in San Francisco. The second, was to the National Park Services to obtain funding for a NAGPRA project, this award has not yet been announced.

My career objectives are to prepare for a career in research and teaching biological anthropology, emphasizing in paleoanthropology and population genetics. A program such as that offered by the University of Kansas would be best equipped to help me achieve my goals. I will be able to develop a strong foundation upon which I can continue my research in taxonomy and modern human origins.

EXAMPLE STATEMENTS OF PURPOSE - PH.D.

STATEMENT OF INTENT

I am applying to the Fall 2001 Graduate Program at the University of Wisconsin - Madison. All relevant materials have already been sent to both the University and the Department of Anthropology. The following is my Statement of Intent regarding the Ph.D. program.

In preparation for graduate studies, my academic education has been comprised extensive coursework in Anthropology including instruction in the Four Fields. My schooling in Cultural Anthropology has focused on courses, which emphasized anthropological theories and/or past and present cultures in areas of current primate distribution. However, Biological Anthropology has been my primary concentration. In the field of Primatology my preparation has centered on primate behavior. In addition, I have engaged in directed research into food acquisition behaviors of Anthropoids, particularly in nutritionally stressed environments. Currently, I am working on a Senior Thesis at San Francisco State University, which is focused on comparing foraging strategies between Cerocpithecus aethiops, Papio cynocephalus and Macaca mulatta.

Aside from anthropological coursework, an emphasis has also been placed on obtaining a background in both Physical and Organic Chemistry. Furthermore, I have also attained an accomplished general education in such areas as psychology, geology and biology.

My interest in the University of Wisconsin - Madison has been influenced by two important factors. First, were the University's facilities, namely the Wisconsin Regional Primate Center. This center conducts a variety of medical and behavioral research in primarily Rhesus monkeys but also with the common marmoset. Consequently, future graduate studies could be accomplished with both a New and an Old World species of Anthropoid. The fact that a species from the New and Old World are present in large numbers at the primate center will also allow for a detailed cross-comparison between Platyrrhini and Catarrhini foraging behaviors.

The primate center provides the opportunity to conduct controlled research in food acquisition strategies. These conditions would allow for a more precise method of examining factors affecting acquisition behaviors both as specific variables and in relation to one another more easily than may be found in the field. Though this does not eliminate the need for field research, it does provide a controlled starting point for future reference.

Additionally, the medical research conducted at the primate center allows for a detailed look at primate biology, which cannot be explored in fieldwork. The combination of precise physiological data on primate digestive systems as well as behavioral information under a controlled setting provides an excellent background for follow-up field research.

Second, was the presence of a diverse and prominent faculty including Karen Strier whose work with Muriqui and conservation has been both instructional and fascinating. Of particular importance to myself is the fact that Dr. Strier continues ongoing field research. It is my ambition to conduct such long-term field research, and I feel Dr. Strier would be an excellent advisor in helping me to achieve my goals.

My research interests are geared toward a study of biological and behavioral mechanisms at work in the food acquisition strategies of Anthropoids in nutritional stressed environments. As the habitats of extent primates' declines and issues of conservation grow more urgent, a

complete understanding of food acquisition may be helpful in designing more effective conservation strategies. Since food resources are a primary need, an awareness of how digestive biology and individual/group behaviors are altered in stressed environments may provide clues to comprehending how better to maintain ecological factors relating to the immediate needs of species in conservation.

My interest has lead me to examine the commentary of John F. Oates on the current standing of conservation in West Africa as well as Struhsaker's influential 1972 paper "Rain-Forest Conservation in Africa". In addition, I have tried to familiarize myself with the dentition of Anthropoids as detailed by James Warwick in The Jaws and Teeth of Primates (1960). I have also reviewed the series of articles compiled by John E. Fa and Charles H. Southwick (1988) on the ecology and behavior of primates in food-enriched environments.

Those who have influenced my theoretical orientation in Anthropology and primate studies include, but are not limited to Frans de Waal, Jane Goodall, Franz Boas, and Dian Fossey.

Frans de Waal's studies into altruistic behaviors and coalition formation has shed new light on the cognitive abilities of Anthropoidea, with a special emphasis on Pan troglodytes. This perspective into primate behavior as planned, direct, and calculated has broad sweeping implications for studies in other areas of Primatology. This includes an application into the study of how primates adjust to changing environmental and ecological factors affecting food acquisition.

Jane Goodall and Dian Fossey's groundbreaking research in field studies with two species of apes as attested to what long-term focused study can reveal about specific primate species. Jane Goodall's work is now over thirty years old and new information is still being brought to light. The same is true of Dian Fossey's gorilla groups, though in this instance political instability has led to unfortunate setbacks.

It is my hope that with a doctoral degree in Anthropology, specializing in Primatology I may be able to conduct on-going field research into issues of primate ecology and conservation. I firmly believe that with in depth study into primate foraging behaviors as well as digestive biology maintenance of healthy wild primate populations will be enhanced. I further wish to eventually be able to use my degree to teach at the University level as well as contribute to the study of primates through the publication of my research results.

Dear Dr. [redacted],

I am applying for admission to the graduate program in anthropology for the Fall semester of 1989. An application has already been submitted to the Graduate School, together with transcripts and other pertinent materials. The following is a description of career goals and qualifications.

I. Career Goals

Much of the history of skeletal analysis has been dominated by descriptive and typological approaches. The recent impetus has shifted to processual approaches in inter- and intra-populational studies. These studies have provided a more comprehensive picture of human adaptation.

As an integral part of these studies, human remains have recently become more intensively utilized in the inference of past lifeways. The hard tissues, skeletal and dental, can provide invaluable information on dietary reconstruction, demographic analysis, nutritional status, and paleopathology. Through the examination of these factors, an assessment can be made as to the physical well-being of a population(s) and their response to their environment. The environment has a profound effect on the development and maintenance of the hard tissues, and through osteological analysis, these effects may be observed. The environmental factors which affect the hard tissues can be subsumed under the general term "stress." Environmental stress comprises a number of inter-related factors: diet, disease, population size and mobility, physical exercise, and work. Through analogy with living populations and comparison with documented skeletal samples, inferences can be made as to the causative agents in skeletal variability and pathological processes.

One of the topics recently addressed by archaeologists and physical anthropologists alike is the effects on populations of a shift in subsistence patterns. Without adequate zooarchaeological evidence, change in lifeway, lifeway-quality, and subsistence patterns may be difficult to recognize. Skeletal remains can provided the researcher with an accurate and cumulative record of these changes. For purposes of clarity and sample comparability, archaeologists have generally restricted subsistence patterns to the broad classifications of "hunter-gatherers" and "agriculturalists." As a logical extension of these studies, researchers have begun to examine the effects of colonizing efforts on native populations (e.g., the Spanish conquest of the New World). These studies are providing new insights into the understanding of populational responses to the environment and human adaptation in general.

In keeping with this new direction in bioarchaeology, the general area that I wish to pursue is the human response to change in lifeway and corresponding environmental stressors. I have concentrated on examining the effects these have on the dentition. The dentition provides the researcher with a relatively indestructible and accurate indicator of populations health status, and to some extent, genetic affiliation. Inferences can be made from the size, morphology, and enamel or other developmental defects of the teeth. Most recently, under the supervision of Dr. Clark Spencer Larsen, I have examined stress related changes in a time successive series of populations from the Georgia and Florida coasts. In relation to this emphasis, I am currently working on the estimation of population distance between the cemetery populations of the Spanish missions *Santa Catalina de Guale* and *Santa Catalina de Guale de Santa Maria*. For this study, I am using a series of dental quasi-continuous traits (based on a system developed by Dr. Christy Turner, Arizona State University). It has been recognized that dental side asymmetry, anagenesis, and agenesis may be directly or indirectly correlated with environmental

stressors. Because these characteristics have a direct bearing on any quasi-continuous trait analysis, they form an important part of my study. This research will form the basis of my M.A. thesis.

As a doctoral student, I would like to continue the examination of the human response to environmental changes. In keeping with my research orientation, Pennsylvania State would offer the best opportunity for me to obtain a quality doctorate degree in anthropology. Dr. George Milner's emphasis on bioarchaeology and the strong program in biocultural adaptation at Pennsylvania State University in general would clearly provide me the direction that is necessary to develop in these areas.

II. Qualifications

As you can see from my curriculum vitae, I have considerable field and laboratory experience in biological anthropology and archaeology. My field and laboratory experience has included excavation at historic and prehistoric archaeological sites as well as work with field and laboratory forensic investigations. My archaeological field experience with human skeletal remains has involved work with human remains in a variety of contexts including prehistoric and historic primary inhumations, prehistoric ossuaries, and peat bog mortuary ponds. I have performed and directed every aspect of curation and analysis of human skeletal remains in my laboratory jobs as well as in my research.

My research experience has included working as Biological Anthropology collections manager for R. Dale McCall at the University of North Carolina at Wilmington and Clark Spencer Larsen at Northern Illinois University, as well as research assistant for Robert Dailey at Florida State University. My duties as collections manager for Dr. McCall included supervising the cleaning, inventory, and osteological analysis of several Precolumbian Algonquian ossuary samples comprising more than 200 individuals. This position also entailed participation in the excavation of the ossuaries directed by David S. Phelps (East Carolina University). As a graduate student, I have assisted Robert Dailey (Florida State University) with forensic cases for the Leon County sheriff's department. I have also worked as osteology collections manager for Clark S. Larsen at Northern Illinois University from January 1987 until present. This research appointment involved the supervision of cleaning, curation, inventory, and skeletal analysis of several series of skeletal populations from Northern Spanish Florida spanning a time period from A.D. 1150 to A.D. 1702.

In each of the above positions my duties have included supervision of preparation and curation of skeletal remains from large populations, as well as participation in all phases of skeletal analysis of these population samples, including metric and nonmetric measurement, estimation of sex and age-at-death, identification of pathological conditions, and computer analyses of data generated from these observations. Each of these positions required the supervision and instruction of laboratory assistants involved in the various phases of osteological analysis. In addition, I have worked extensively with Dr. Larsen in the implementation and maintenance of a computerized data base for skeletal remains involving over 2,500 individuals. This data base includes information on age-at-death, sex, metric and non-metric measurements of the cranium, post-cranial skeleton, and teeth, and information on gross pathology. Also, as can be seen from my vitae, I have been involved in other extensive fieldwork dealing with Amerindian skeletal remains mostly from the southeast U.S.

CURRICULUM VITAE

[redacted]

Date: [redacted]

Home Address: [redacted]

School Address: [redacted]

Telephone: [redacted]

E-Mail: [redacted]

Social Security Number: [redacted]

Date of Birth: [redacted]

Education:

1996-present	Moorhead State University, Moorhead, Minnesota. *Majoring in Anthropology/Forensic Science *Other courses of study include: Forensic Anthropology, Human Variation, Surveying
1995-present	North Dakota State University, Fargo, North Dakota. *Majoring in Anthropology/Forensic Science *Other courses of study include: Statistics, Genetics, Anthropology
1992-1995	Fargo North High School, Fargo, North Dakota. *Graduated June 1995 with High Honors *Major course of study: Accelerated Math and Sciences, Foreign Languages

Awards:

1997	National Residence Hall Honorary.
1997	Dean's List, College of Humanities and Social Sciences. (Summer)
1996-97	Dean's List, College of Humanities and Social Sciences. (Fall-Spring)
1994	Inducted into the National Honor Society.

Professional Experience:

1997	Field supervisor, Hilbert accident investigation body search, Barnes County Sheriff's Department, Case Number 96-248, Sheriff Rhiney Weber, Lead Investigator, Mark C. Griffin, Forensic Anthropologist. (August)

1997 Analysis of human skeletal remains recovered from Sunset Memorial Gardens Cemetery investigation, Fargo Police Department, Case Number 97-13215, Detective Paul Lies, Lead Investigator, Mark C. Griffin, Forensic Anthropologist. (May-July)

1997 Crew member, Forensic excavation Sunset Memorial Gardens Cemetery investigation, Fargo Police Department, Case Number 97-13215, Detective Paul Lies, Lead Investigator, Mark C. Griffin, Forensic Anthropologist. (June)

1997 Crew member, Probstfield Farm excavation (MS 97-2), Moorhead State University, Michael Michlovic, Principal Investigator. (May-June)

1997 Participant, Death Scene Investigation: *A Forensic Entomology and Anthropology Field Training Workshop*. Rensselaer Police Department and the Jasper County Sheriff's Department. Workshop instructors Neal H. Haskell, Stephen P. Nawrocki, Matthew A. Williamson, & Christopher W. Schmidt. (May)

1996 Crew member and videographer, Forensic excavation at Moorhead State Regional Science Center, Forensic Anthropology Field School, Moorhead State University, Mark C. Griffin, Principle Investigator. (November)

1996 Crew member and videographer, Forensic Excavation Roche homicide investigation, Fargo Police Department, Case Number 76-11458, Detective Greg Stone, Lead Investigator, Mark C. Griffin, Forensic Anthropologist. (September)

Abstracts:

GRIFFIN, MARK C. AND RIKKA M. KNOLL. 1997. Spondyloarthropathy in a prehistoric burial from Southern Indiana. *Midwest Bioarchaeology and Forensic Anthropology Association Newsletter*, Issue 5.

Professional Meetings Papers:

1997 (with Mark C. Griffin) *Spondyloarthropathy in a prehistoric burial from Southern Indiana.* Poster presented at the 4th annual meetings of the Midwest Bioarchaeology and Forensic Anthropology Association meetings, Chicago, Illinois.

Unpublished Research Reports:

GRIFFIN, MARK C. AND RIKKA M. KNOLL. 1997. A Report on a Body Search Conducted for the Hilbert Accident Investigation. A report prepared for the Barnes County, North Dakota Sheriff's Department, Case No. 96-248. Sheriff Rhiney Weber, Lead Investigator, Mark C. Griffin, Forensic Anthropologist.

GRIFFIN, MARK C., RIKKA M. KNOLL, AND E. E. WATKIN. 1997. Osteological Analysis of Human Skeletal Remains Recovered from Sunset Memorial Gardens Cemetery. A report prepared for the Fargo, North Dakota Police Department, Case No. 97-13215. Mark C. Griffin, Forensic Anthropologist, Detective Paul Lies, Lead Investigator.

GRIFFIN, MARK C., RIKKA M. KNOLL, AND JASON E. STRATTON. 1997. A Report on a Forensic Archaeological Excavation for the Roche Homicide Investigation. Fargo Police Department Case Number 76-11458. Mark C. Griffin, Forensic Anthropologist, Detective Greg Stone, Lead Investigator, Paul Lies, Lead Evidence Technician.

GRIFFIN, MARK C., RIKKA M. KNOLL, JODY A. ILGEN, MARYTHERESA F. FARLEY, MICHAEL J. FILLENWARTH, MELISSA GROCH, AND J. CAPRICA RICHARDSON. 1996. *Osteological analysis of human skeletal remains from the*

Kocher Cemetery Site (12K780, DHPA accidental discovery No. 910002). Report prepared for the Indiana Department of Natural Resources, Division of Historic Preservation and Archaeology.

KNOLL, RIKKA M. 1996. Chronological and Analytical Report on the Forensic Excavation at the MSU Regional Science Center, Near Hawley, Minnesota. Moorhead State University Forensic Field School Report.

Non-academic Work Experience:

November 1995-June 1997	Child Transporter, Grammy's Children's Transportation Service, Fargo, North Dakota. *Provide transportation service for children to and from school, daycare, piano, etc.
May 1996-March 1997	Kennel Personnel, Fargo Boarding and Grooming Service, Fargo, North Dakota. *Caretaker for kenneled and boarding animals. *Provide meals, watering, walking and medication to boarding animals. *Gained proficiency with the computer program used. *Answer phones, work with clients and cash register.
September 1995-March 1997	Pet/House Sitter, Creature Comfort/Homeguard, Fargo, North Dakota. *Caretaker for animals in their own homes. *Periodically requires overnight stays with animals in their own homes. *Daily periodical home and pet checks. *Exercise pets on a daily basis for clients who are not physically capable of exercising their own pets.
May 1994-May 1996	Kennel Personnel, Airport Animal Hospital, Fargo, North Dakota. *Caretaker for kenneled and boarding animals. *Assisted with surgery preparations, treatments, and medication administration. *Assisted with vaccines and treatment procedures. *Gained proficiency with computer program used. *Answered phones, worked with clients and cash register.
April 1992-December 1993	Clerk, WIC Program, Fargo, North Dakota. *Volunteered for six months prior to employment. *Developed new filing system for a monthly clientele of 2000. *Skills included phone, filing, scheduling appointments and checking in clients. *Referred clients to other social service agencies as needed.

References:

Captain Dana Dane, DVM of Veterinary Medicine and Captain of Public Health, COT Class 97-03 Charlie Flight, PSC No. 3 Box 3000, Maxwell AFB Gunter Annex, Montgomery, Alabama, 36114-5000. (334) 270-4000 ext. 4093 Room #229.

Dr. Mark C. Griffin, Department of Sociology and Anthropology, 102 Lommen Hall, Moorhead State University, Moorhead, Minnesota, 56560. E-Mail: griffin@mhdcc.moorhead.msus.edu, (218) 236-2043.

Dr. Michael G. Michlovic, Department of Sociology and Anthropology, 102 Lommen Hall, Moorhead State University, Moorhead, Minnesota, 56560. E-Mail: michlov@mhdcc.moorhead.msus.edu, (218) 236-2035.

Mr. Scott Mitchell, Hall Director, Pavek Hall, North Dakota State University, Fargo, North Dakota, 58105. E-Mail: smitchel@prairie.nodak.edu, (701) 231-3233.

Name
Address
Phone
Email:

OBJECTIVE

My goal is to obtain more experience in order to sustain a career in bioarchaeology.

WORK HISTORY

July 2012 **Osteologist/Data Entry**
to D&D Osteological Services
Present San Jose, CA

I work as a bioarchaeological technician at an historical cemetery excavation at the Santa Clara Valley Medical Center. My duties include excavating burials and conducting analysis on the skeletal remains. In the past I have also entered excavation paperwork records into an excel spreadsheet.

Jun 2012 **Osteologist**
to SFSU NAGPRA Office/Lab
Present San Francisco, CA

I volunteered my services at the NAPGRA office on campus by going through boxes of faunal remains from archaeological sites and pulling out the bones that are human. Once the human remains are identified, I write a brief analysis of the remains including sex, age-at-death, and any other relevant information. Currently, I am interning at the SFSU bioarchaeology lab cleaning human remains from the Santa Clara Valley Medical Center excavation. After cleaning the remains, I enter the skeletal inventory and other observations into the Osteoware computer program.

Jan 2010 **Archaeologist**
to Archaeological Resource Service
May 2010 Petaluma, CA

I worked as an archaeological technician on an excavation in Milpitas, CA. After the excavation I helped process the artifacts. I also worked on surveys in Sonoma, Marin, and Napa counties.

- Improved my archaeological identification skills in the field
- Gained supervisor's praise with my work ethic and attention to detail
- Learned how to identify archaeological sites
- Learned how to catalog artifacts

EDUCATION

Aug 2011 **San Francisco State University**
to San Francisco, CA
Present M.A. in Bioarchaeology in Progress
I am currently earning my Master's degree in Bioarchaeology. I have successfully completed courses in Human Osteology, Archaeological Methods, Anthropological Statistics, and seminars in Anthropology and Archaeology.

 Cumulative GPA of 3.94

 Improved my osteology skills in Mark Griffin's rigorous Human Osteology course

 Learned how to write an osteology report

Jun 2008 **Cabrillo College**
to Aptos, CA
Aug 2008 Archaeological Field School
I completed a nine week course in archaeological survey, excavation, and lab work. As part of a team, I conducted surveys in Monterey and Santa Cruz counties and excavated at CA-SCR-7 and CA-SCR-10. In the lab section, I washed and sorted artifacts from both sites.

 Learned what to look for on an archaeological survey

 Learned how to identify midden

 Learned about lithic analysis

 Proper excavation technique

 Learned how to take column and soil samples

 Learned the importance of data management

 Shell identification

 Dry and wet screening

 Learned how to set up 1x1 and 2x1 meter units

Sept 2004 **University of California, Santa Cruz**
to Santa Cruz, CA
Jun 2008 B.A. in Anthropology
I successfully completed courses in Human Anatomy, Human Osteology, Archaeological Research Design, Intro to Archaeology, North American Archaeology, and African Archaeology. I also volunteered to do odd jobs in the anthropology labs such as dissections, labeling animal bones, and catalog work.

 Cumulative GPA of 3.44

 Learned how to identify human remains in an archaeological context

 Learned how to design an archaeological research project

 Learned the basics in archaeology

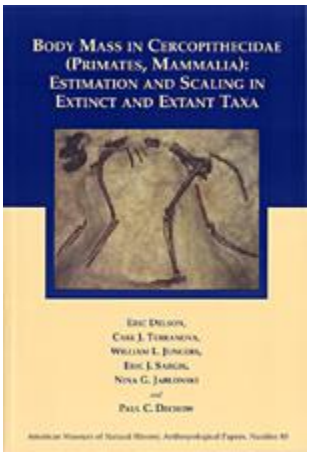
REFERENCES

JOURNALS YOU SHOULD BE READING

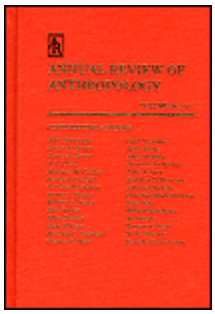
Most of the journals below are available through the library in the electronic databases. The links for each will take you directly to the appropriate database. If you are off-campus you will need your student number and library pin to access the databases.

GENERAL ANTHROPOLOGY

American Anthropologist is the flagship journal of the American Anthropological Association. The journal advances the Association's mission through publishing articles that add to, integrate, synthesize, and interpret anthropological knowledge; commentaries and essays on issues of importance to the discipline; and reviews of books, films, sound recordings and exhibits. 4350 North Fairfax Drive, Suite 640, Arlington, VA 22203-1620. phone 703/528-1902; fax 703/528-3546.



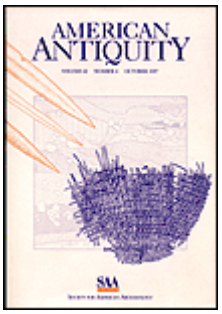
Anthropological Papers of the American Museum of Natural History The *Anthropological Papers*, published continuously since 1907, are monographic volumes that include some of the great ethnographies of the 20th century, particularly on North American Indians. Several illustrious anthropologists published their work in the *Anthropological Papers*, as well as many past and present curators of the AMNH Division of Anthropology. Prior to 1930, large special reports were published in the *Memoirs*.



Annual Reviews publishes authoritative, analytic reviews in 33 focused disciplines within the Biomedical, Physical, and Social Sciences. Annual Reviews publications are among the most highly cited in scientific literature. Annual Reviews, Inc. 4139 El Camino Way, Palo Alto, CA 94306, Phone: (650) 493-4400.

Current Anthropology is a transnational journal devoted to research on humankind, encompassing the full range of anthropological scholarship on human cultures and on the human and other primate species. Communicating across the subfields, the journal features papers in a wide variety of areas, including social, cultural, and physical anthropology as well as ethnology and ethnohistory, archaeology and prehistory, folklore, and linguistics. The University of Chicago Press, Journals Division, P.O. Box 37005, Chicago, IL 60637, Telephone: (773) 753-3347; Fax: (773) 753-0811, E-mail: orders@journals.uchicago.edu.

ARCHAEOLOGY



American Antiquity is a quarterly journal devoted to the archaeology of the New World, method and theory pertinent to the study of New World archaeology, and closely related subjects. It is one of the principal journals of the Society for American Archaeology.

Antiquity is a quarterly journal of archaeological research. It has been the main journal of international archaeological debate and reporting for 74 years, and aims to present interesting topical and accessible material to a wide audience. The Company of Biologists, Bidder Building, 140 Cowley Road, Cambridge, CB4 0DL, UK., Tel. +44 (0)1223 426164, Email sales@biologists.com.

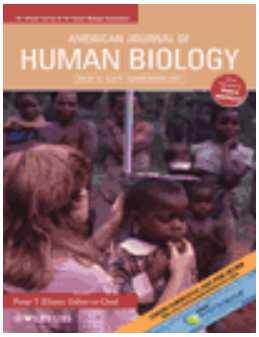
Archaeology is published bimonthly by the Archaeological Institute of America. Subscription Service, P. O. Box 420423, Palm Coast, FL 32142-0423, (800) 829-5122.

An innovative, international publication, the *Journal of Anthropological Archaeology* is devoted to the development of theory and, in a broad sense, methodology for the systematic and rigorous understanding of the organization, operation, and evolution of human societies. Academic Press, Inc., Journal Subscription Fulfillment Department, 6277 Sea Harbor Drive, Orlando, Florida 32887-4900, apjcs@harcourtbrace.com.

The ***Journal of Archaeological Research*** brings together the most recent international research summaries on a broad range of topics and geographical areas. This authoritative review journal improves access to the growing body of information and literature through the publication of original critical articles, each in a 25-40 page format. Peer-reviewed, state-of-the-art studies on a selected topic cover important fieldwork and discoveries, and survey recently published literature in the featured area.

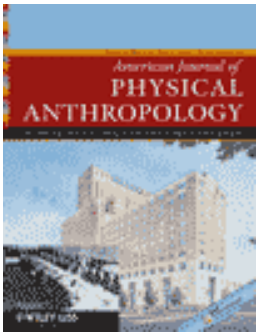
The *Journal of Archaeological Science* is aimed at archaeologists and scientists with particular interests in advances in the application of scientific techniques and methodologies to all areas of archaeology. This established bimonthly journal publishes original research papers, major review articles, and short notes of wide archaeological significance. Academic Press, Inc., Journal Subscription Fulfillment Department, 6277 Sea Harbor Drive, Orlando, Florida 32887-4900, apjcs@harcourtbrace.com.

BIOLOGICAL ANTHROPOLOGY

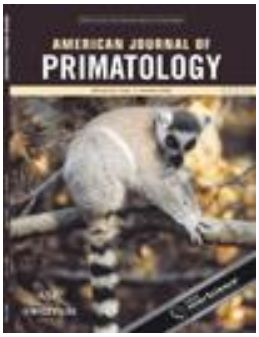


The *American Journal of Human Biology* is a peer-reviewed, internationally circulated journal that publishes reports of original research, theoretical articles and timely reviews, and brief communications in the interdisciplinary field of human biology. Customer Service, John Wiley & Sons, Inc., 605 Third Avenue, New York, New York 10158-0012, Phone: 212-850-6645.

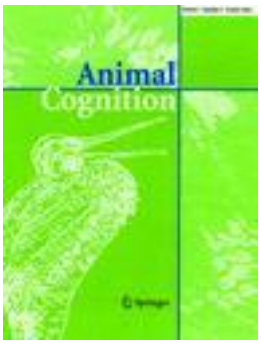
The *American Journal of Human Genetics* provides a record of research and review relating to heredity in humans and to the application of genetic principles in medicine a nd public policy, as well as in related areas of molecular and cell biology. Topics explored by AJHG include behavioral genetics, biochemical genetics, clinical genetics, cytogenetics, dysmorphology, gene therapy, genetic counseling, genetic epidemiology, genomics, immunogenetics, molecular genetics, neurogenetics, and population genetics.



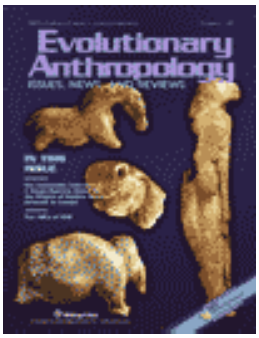
The *American Journal of Physical Anthropology* is designed for the prompt publication of original and significant articles of human evolution and variation, including primate morphology, physiology, genetics, adaptation, growth, development, and behavior, present and past. Customer Service, John Wiley & Sons, Inc., 605 Third Avenue, New York, New York 10158-0012, Phone: 212-850-6645.



The *American Journal of Primatology* is the official journal of the American Society of Primatologists. It publishes manuscripts on non-human primates in all areas of basic and applied life sciences. Articles published in the journal aim to increase significantly the understanding of the behavior or biology of primates in natural, semi-natural or formal captive environments, enhance welfare, management or research value of primates in any or all of these environments, advance knowledge of the evolution of primate diversity, or contribute to the conservation of this diversity. The journal publishes both original Research Articles and Review Articles. Customer Service, John Wiley & Sons, Inc., 605 Third Avenue, New York, New York 10158-0012, Phone: 212-850-6645.



Animal Cognition is an interdisciplinary journal offering current research from many disciplines (ethology, behavioral ecology, animal behavior and learning, cognitive sciences, comparative psychology and evolutionary psychology) on all aspects of animal (and human) cognition in an evolutionary framework. Animal Cognition publishes original empirical and theoretical work, reviews, short communications and correspondence on the mechanisms and evolution of biologically rooted cognitive-intellectual structures. Editorial Office Animal Cognition , Muehltalstrasse 2 , D-69121 Heidelberg, Germany , e-mail: animal.cognition@t-online.de , Fax: +49-6221-418315



Evolutionary Anthropology is an authoritative review journal that focuses on issues of current interest in biological anthropology, paleoanthropology, archaeology, functional morphology, social biology, and bone biology — including dentition and osteology — as well as human biology, genetics, and ecology. John Wiley & Sons, Inc., Subscription Department, 9th Floor, 605 Third Avenue, New York, NY 10158, (212) 850-6479.

HOMO – Journal of Comparative Human Biology is a fully peer-reviewed journal committed to the publication of research results in biological anthropology and related fields. For example: anatomy, archaeology, genetics, odontology, ecology, demography, palaeontology, palaeopathology, forensics, child growth, evolutionary medicine, health sciences and behavioural sciences.

A world-wide forum for state-of-the-art ideas, methods, and techniques in the field, *Human Biology* focuses on genetics in the broadest sense. Included under this rubric are population genetics, evolutionary and genetic demography, quantitative genetics, genetic epidemiology, behavioral genetics, molecular genetics, and growth physiology parameters focusing on genetic/environmental interactions.

The aim of the *International Journal of Osteoarchaeology* is to provide a forum for the publication of papers dealing with all aspects of the study of human and animal bones from archaeological contexts. Customer Service, John Wiley & Sons, Inc., 605 Third Avenue, New York, New York 10158-0012, Phone: 212-850-6645.

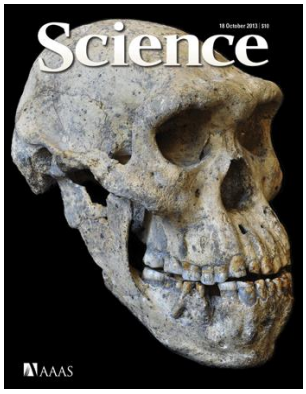
The International Journal of Paleopathology (*IJPP*) will publish original and significant articles on human and animal (including hominids) disease, based upon the study of **physical remains**, including **osseous**, **dental**, and **preserved soft tissues** at a range of methodological levels, from direct observation to molecular, chemical, histological and radiographic analysis. Discussion of ways in which these methods can be applied to the reconstruction of **health**, **disease** and **life histories** in the past is central to the discipline, so the journal would also encourage papers covering interpretive and theoretical issues, and those that place the study of disease at the centre of a bioarchaeological or biocultural approach.

The *Journal of Human Evolution* concentrates on publishing the highest quality papers covering all aspects of human evolution. The central focus is aimed jointly at palaeoanthropological work, covering human and primate fossils, and at comparative studies of living species, including both morphological and molecular evidence. Academic Press, Inc., Journal Subscription Fulfillment Department, 6277 Sea Harbor Drive, Orlando, Florida 32887-4900.

Molecular Phylogenetics and Evolution is dedicated to bringing Darwin's dream within grasp - to "have fairly true genealogical trees of each great kingdom of Nature." The journal provides a forum for molecular studies that advance our understanding of phylogeny and evolution, further the development of phylogenetically more accurate taxonomic classifications, and ultimately bring a unified classification for all the ramifying lines of life. Phylogeographic studies will be considered for publication if they offer EXCEPTIONAL theoretical or empirical advances.

Nature is a weekly international journal publishing the finest peer-reviewed research in all fields of science and technology on the basis of its originality, importance, interdisciplinary interest, timeliness, accessibility, elegance and surprising conclusions. Nature also provides rapid, authoritative, insightful and arresting news and interpretation of topical and coming trends affecting science, scientists and the wider public.

Proceedings of the National Academy of Sciences is one of the world's most-cited multidisciplinary scientific serials. Since its establishment in 1914, it continues to publish cutting-edge research reports, commentaries, reviews, perspectives, colloquium papers, and actions of the Academy. Coverage in PNAS spans the biological, physical, and social sciences. PNAS is published weekly in print, and daily online in PNAS Early Edition.



The American Association for the Advancement of Science, "Triple A-S" (AAAS), is an international non-profit organization dedicated to advancing science around the world by serving as an educator, leader, spokesperson and professional association. In addition to organizing membership activities, AAAS publishes the journal *Science*, as well as many scientific newsletters, books and reports, and spearheads programs that raise the bar of understanding for science worldwide.

FORENSIC ANTHROPOLOGY

Forensic Science International is an international journal publishing original contributions in the many different scientific disciplines pertaining to the forensic sciences. Such fields include, for example, forensic pathology and histochemistry, chemistry, biochemistry and toxicology (including drugs, alcohol, etc.), biology, (including the identification of hairs and fibres), serology, odontology, psychiatry, questioned documents etc., as well as investigations of value to public health in its broadest sense, and the important marginal area where medicine and the law overlap. Elsevier Science, P.O. Box 945, New York, NY 10159-0945, USA, Tel. +1-212-633-3730.

Journal of Forensic Sciences is the official publication of The American Academy of Forensic Sciences. Membership includes physicians, criminalists, toxicologists, attorneys, dentists, physical anthropologists, document examiners, engineers, psychiatrists, educators and others who practice and perform research in the many diverse fields relating to forensic science. 410 North 21st Street, Suite 203, Colorado Springs, CO 80904-2798 , Phone: (719) 636-1100.

Careers in Anthropology

Anthropology: Education for the 21st Century

(publication of the American Anthropological Association)

So you want to study anthropology, eh? There are two great reasons why studying anthropology should be considered by undergraduate and master's students.

First, the material is intellectually exciting: anthropology students enthusiastically complete their courses of study.

Second, anthropology prepares students for excellent jobs and opens doors to various career paths: the course of study provides global information and thinking skills critical to succeeding in the 21st century in business, research, teaching, advocacy, and public service.

What Is Anthropology?

Anthropology is the study of human behavior. That exploration of what it means to be human ranges from the study of culture and social relations, to human biology and evolution, to languages, to music, art and architecture, and to vestiges of human habitation. It considers such fascinating questions as how peoples' behavior changes over time, how people move about the world, why and how people from distant parts of the world and dissimilar cultures are different and the same, how the human species has evolved over millions of years, and how individuals understand and operate successfully in distinct cultural settings. Anthropology includes four broad fields--cultural anthropology, linguistics, physical anthropology and archaeology. Each of the four fields teaches distinctive skills, such as applying theories, employing research methodologies, formulating and testing hypotheses, and developing extensive sets of data.

Anthropologists often specialize in one or more geographic areas of the world--for example, West Africa, Latin America, the British Isles, Eastern Europe, North America and Oceania. In addition, anthropology studies focus on particular populations in a locale or region. Some anthropologists study cultural practices, such as Pyrennes' Basques use of cooperatives in their economic system, which must be modified to fit the overarching Spanish or French legal structures. Other examples of cultural practices studied by anthropologists include marriage rituals among Scots-Irish Americans in a suburban North Carolina community, Morris dancing on May Day among southwestern English village inhabitants, and aesthetic and linguistic aspects of Trinidadian calypso and "road songs." Physical anthropologists observe biological behavior, attempting to understand ongoing human evolution and the human adaptations to particular environments, such as maternal physiological response to pregnancy, the effects of altitude on maternal and fetal well-being, perhaps performing comparative studies of physiological responses to short-term high altitude residence (e.g., Euro-Americans and African Americans in Colorado) versus longer-term high altitude residence (e.g., indigenous Quechua-speakers in Peru or Sherpas in Nepal). Historical archaeologists help preserve aspects of the recent past, such as settlement patterns in the western U.S. plains. Archaeological studies generally involve teams of specialists who work with domesticated plant remains, indicators of animal life, and the manmade artifacts produced or imported into a particular area.

Anthropologists are careful observers of humans and their behavior, maintaining an intense curiosity: What does it mean to be human? Why do people behave in particular ways? What are the historical and environmental pressures that helped shape the experience and behavior of a specific group of people? What are universal facts of human life?

What Does Anthropology Teach That Is Useful outside the College Setting?

Careful record-keeping, attention to details, analytical reading, and clear thinking are taught by anthropological courses. Social ease in strange situations, critical thinking, and strong skills in oral and written expression are cultivated by anthropological training. Using a range of social, behavioral, biological and other scientific research methods, anthropology majors learn to supplement statistical findings with descriptive data gathered through participant observation, interviewing, and ethnographic study. An anthropologist is a trained observer who knows the importance of collecting data, in listening and watching what others are doing, in reflecting on what has actually as well as apparently occurred, in researching the context, in applying various explanatory models, and in adopting a broad perspective for framing an understanding. Whatever the topic of research, anthropologists share a particular holistic vision that requires using a repertoire of methods in order to forge a deeper understanding of situations. This holism characterizes the best anthropology and imparts the perspective for which the profession is valued.

While the job market for academic anthropologists is relatively steady, demand for anthropologists is increasing in other areas, stimulated by a growing need for analysts and researchers with sharp thinking skills who can manage, evaluate, and interpret the large volume of data on human behavior. The extent of occupational flexibility reflects the emphasis on breadth, diversity, and independence of thought. What we know about the future marketplace indicates the type of global, holistic knowledge which an anthropological perspective brings.

Anthropology as a Major: Its Fascinating Subject Matter and Utility for Careers and Subsequent Education

What Options Does an Undergraduate Anthropology Major Have after the Bachelor's Degree?

There are many career and educational options for anthropology majors. Further anthropological study leads to both traditional anthropological careers of teaching and research as well as in applied anthropology. Academic anthropologists find careers in anthropology departments, social science departments, and a variety of other departments or programs, such as medicine, epidemiology, public health, ethnic, community or area studies, linguistics, cognitive psychology, and neural science.

Applying anthropology offers many opportunities to use anthropological perspectives and skills. Jobs filled by anthropology majors include researchers, evaluators, and administrators. Cultural anthropologists have the range of careers filled by other social scientists; biological and medical anthropologists have other skills which are useful in the growing sector of health related occupations. Many archaeologists are employed in American cultural resource management projects which are required by federal and state laws before major building ventures.

Further study in graduate or professional school are common paths for anthropology undergraduate majors. Anthropology provides a strong basis for subsequent graduate level education and training in international law, public health, and other areas as well as the social sciences.

What Job Opportunities Will Anthropology Afford the New Graduate?

Job opportunities are generally forged by the individual, not by the program which one follows in college. The best college program encourages the performance skills which anthropology excels in molding in its students. The prudent undergraduate will take a well-rounded course of study, with a few practical career-skill courses interwoven in her or his overall program. Anthropology provides a good counterpoint to business courses, foreign language study, technical training, fine arts, and so forth. In addition to imparting invaluable core knowledge about the human animal and its cultural and biological history,

anthropology lends itself flexibly as a tool to refine whatever other interests one brings to the higher-educational process.

Anthropological study provides training particularly well suited to the 21st century. The economy will be increasingly international; workforces and markets, increasingly diverse; participatory management and decision making, increasingly important; communication skills, increasingly in demand. Anthropology is the only contemporary discipline that approaches human questions from historical, biological, linguistic, and cultural perspectives. The intellectual excitement and relevance of the wide range of information presented in anthropology assures that students are engaged and challenged. Moreover, it complements other scientific and liberal arts courses by helping students understand the interconnectivity of knowledge about people and their cultures. Increasingly, undergraduate and master's students are coming to understand that the issues affecting their futures and the information they will need to prosper cannot be found in narrow programs of study.

The undergraduate anthropology major will be exposed to archaeology, biological anthropology, linguistics, and cultural anthropology. They learn how to study people and how communities and organizations work. The master's degree candidate receives additional training in how to combine these perspectives and skills to solve problems. Many undergraduates have difficulty selecting their major, changing their minds several times as they search for a course of study which interests them and can lead to postcollege employment. That search sometimes results in costly extra years of study. The undergraduates choosing to major in anthropology can be comfortable that their choice is both exciting and practical.

Career Paths: Academic, Corporate, Nonprofit, or Government

Most of America's professional anthropologists have traditionally worked in higher educational institutions, teaching and researching, but today there are many other career options for trained anthropologists. Many anthropologists with master's degrees or bachelor's degrees work for contract archaeology firms at archaeological sites, in physical anthropology laboratories, and in museums in a wide range of areas. Similarly, there are many opportunities as social science researchers and in other areas available to anthropologists at every level of training. A doctorate is required for most academic jobs. The nonacademic employment of cultural anthropologists is greatly expanding as the demand for research on humans and their behavior increases. Since 1985, over half of all new PhDs in anthropology have taken nonacademic positions in research institutes, nonprofit associations, government agencies, world organizations, and private corporations. While the job market for academic anthropologists is relatively steady, demand for anthropologists is increasing in other areas, stimulated by a growing need for analysts and researchers with sharp thinking skills who can manage, evaluate and interpret the large volume of data on human behavior.

Academic. On campuses, in departments of anthropology, and in research laboratories, anthropologists teach and conduct research. They spend a great deal of time preparing for classes, writing lectures, grading papers, working with individual students, composing scholarly articles, and writing longer monographs and books. A number of academic anthropologists find careers in other departments or university programs, such as schools of medicine, epidemiology, public health, ethnic studies, cultural studies, community or area studies, linguistics, education, ecology, cognitive psychology and neural science.

Corporations, Nonprofit organizations, Non-Governmental Organizations, and Federal, State and Local Government. Anthropology offers many lucrative applications of anthropological knowledge in a variety of occupational settings, in both the public and private sectors. Non-governmental organizations, such as international health organizations and development banks employ anthropologists to help design and implement a wide variety of programs, worldwide and nationwide. State and local governmental organizations use anthropologists in planning, research and managerial capacities. Many corporations look explicitly for anthropologists, recognizing the utility of their perspective on a corporate team. Contract archaeology has been a growth occupation with state and federal legislative mandates to assess cultural resources affected by government funded projects. Forensic anthropologists, in careers glamorized by Hollywood and popular novels, not only work with police departments to help identify mysterious or unknown remains but work in university and museum settings. A corporate anthropologist working in market research might conduct targeted focus groups to examine consumer preference patterns not readily apparent through statistical or survey methods.

Anthropologists fill the range of career niches occupied by other social scientists in corporations, government, nonprofit corporations, and various trade and business settings. Most jobs filled by anthropologists don't mention the word anthropologist in the job announcement; such positions are broadly defined to attract researchers, evaluators and project managers. Anthropologists' unique training and perspective enable them to compete successfully for these jobs. Whatever anthropologists' titles, their research and analysis skills lead to a wide variety of career options, ranging from the oddly fascinating to the routinely bureaucratic.

Educational Program

Anthropology is not a large discipline. There are about 15,000 anthropologists actively engaged in the profession. About 6,000 bachelor's degrees were awarded in anthropology in 1995 and many of those degree holders use their anthropological training in their postcollegiate experiences, both in further education and in the world of work. Approximately 1,000 master's degrees and 400 doctorates were awarded through American universities that year.

The average postbaccalaureate time needed to obtain the master's degree is two years and the PhD, about eight years. The lengthy time required for an anthropology master's and doctorate is due in part to the custom of completing a field project for the thesis or dissertation and mastering several bodies of knowledge about the area, including comprehensive language training, before departing for the field site. The field research is generally several months for the master's student and 12 to 30 months for the doctoral student.

High school students interested in a career in anthropology should develop a firm background in social studies and history, math, science, biology and languages, both English and foreign. The computer has become an important research tool and computer skills are useful.

Anthropology's Career Advantages

Diversity. Anthropology is a career that embraces people of all kinds. It is a discipline that thrives with heterogeneity--in people, ideas and research methods. Anthropologists know the wisdom of listening to multiple voices and linking the work coming from researchers who bring different backgrounds and apply various approaches to their endeavors. The American Anthropological Association is committed to increasing the diversity of the profession.

Career Options. The following careers illustrate the range of choices that an anthropology student might explore after graduation. Social facility, critical thinking, and skills in oral and written expression are cultivated by anthropological training. The range of occupations reflects the emphasis on breadth, diversity, and independence of thought.

For further information on Careers in Anthropology, contact David Givens, Director of Academic Relations, American Anthropological Association, 4350 North Fairfax Drive, Suite 640, Arlington, VA 22204; 703/528-1902 ext 3010; dave@aaa.mhs.compuserve.com.