

**CAREERS AND ADVANCED DEGREE PROGRAMS
IN ARCHAEOLOGY AND PHYSICAL ANTHROPOLOGY
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I. Careers in Archaeology and Physical Anthropology:

- A. Academia (Teaching and Research)
 1. University or 4-year college (PhD)
 2. Community college (MA or PhD)
- B. Museums and Zoological Associations
 1. Collection management, exhibits, public education, etc. (BA or MA; internship program)
 2. Curator/Research or Administration (PhD)
- C. Cultural Resource Management (Archaeology)
 1. Field crew member, lab tech (BA)
 2. Crew chief, technical analyst, project supervisor (MA/MSc *plus practical experience*)
 3. Principal investigator, company head (PhD, *plus practical experience*)
- D. Health Professions (Physical)
 1. Medical Examiner (forensic internship + MD/DC/DO)
 2. Epidemiology/Public Health (MPH/MSc)
 3. Health Services (MPH/ PhD/MD)
 4. Coroner/forensic analyst (MA/MSc/PhD, forensic internship or degree concentration)

II. Undergraduate Preparation:

- A. BA in Anthropology
- B. Field school and/or laboratory experience
- C. At least one foreign language
- D. Basic statistics
- E. Courses in other departments, see *Anthro Undergraduate Handbook* pdf at http://anthro.ucsc.edu/undergraduate_program/

III. Types of Graduate Programs:

- A. MA/MSc. programs
 1. Stand-alone vs. with PhD program
 2. General
 - a. Examples:
 - b. Northern IL U http://catalog.niu.edu/preview_program.php?catoid=15&pooid=2474&returnto=454&print
 - c. CSU Chico <http://www.csuchico.edu/anth/>
 3. Vocational (CRM, Forensics) Examples:
 - a. CSU Chico <http://www.csuchico.edu/anth/>
 - b. CSU Sonoma http://www.sonoma.edu/anthropology/ma_program.htm
 - c. Northern AZ U <http://home.nau.edu/sbs/anthro/programs/graduate.asp>
 4. Museum Studies Programs
 - a. Example: SFSU (<http://www.sfsu.edu/~museumst/>)
 - b. <http://www.museummarket.com/MStudUS.htm>
 5. Many MSc programs in United Kingdom in materials conservation zooarchaeology, bioarchaeology (“osteochaeology” in UK) Examples:
 - a. Edinburgh http://www.shca.ed.ac.uk/archaeology/postgraduate/taught_progs.htm
 - b. York <http://www.york.ac.uk/archaeology/postgraduate-study/>
 - c. Bournemouth <http://www.bournemouth.ac.uk/applied-sciences/>
 - d. Leicester <http://www2.le.ac.uk/departments/archaeology/postgraduate>
 - e. Problem of funding (U.S. citizens seldom eligible for Commonwealth, EU/EC fellowships)
- B. PhD programs
 1. Private vs. public institutions: private doctoral study cheaper than one may think
 2. Things to consider:
 - a. What geographical or topical foci are emphasized?
 - b. Who is on the faculty?

- c. What facilities, labs, or other resources are available?
- d. Types of financial aid available within the department or university?
 - i. Grants, fellowships, graduate research assistantships, teaching assistantships, etc.
- b. CRM Branch and Field Projects?
- c. Curriculum for the doctorate: is it clearly spelled out?
- d. Normative time to degree (8 yrs is median for anthropology)?
- e. Are current graduate students satisfied with support and finishing degrees in a timely manner?
- 3. See information in
 - a. AAA *Guide to Departments of Anthropology* (in our Anthropology Office, or membership in AAA @ <http://www.aaanet.org/publications/guide.cfm>,
 - b. fliers on bulletin board 3rd floor SocSci 1
 - c. departmental websites
- 4. Professional Society graduate program search websites:
 - a. Society for Historical Archaeology http://www.sha.org/students_jobs/higher/default.cfm
 - b. American Association of Physical Anthropologists <http://www.physanth.org/career/departmental-graduate-programs-in-physical-anthropology>
- 5. Talk to your faculty – they are an invaluable source of information

IV. Applying to Graduate Programs:

- A. Visiting grad programs – a good idea, but not during the decision interval.
- B. Application dates and deadlines (Usually Nov-Mar)
- C. Personal Statements (be focused; define a clear project)
- D. Writing Samples
- E. Letters of Recommendation (faculty, supervisors) – handout
 - 1. Graduate/Professional School Reference Letter Service (Career Center)
- F. GRE's (check with Career Center in 305 Bay Tree Building for procedures and deadlines). Also see GRE Web site: <http://www.gre.org/>

V. Financing Graduate School:

- 1. National Fellowships: **we strongly encourage you to apply for 2., 3., or 4.** When seniors – these are entirely portable, and you get two more chances to apply in grad school.
- 2. NSF Fellowship: 3 yr @ \$30,000, \$10,500 cost-of-education allowance \$1,000 one-time international travel allowance, supercomputer access <http://www.nsfgrfp.org/>
- 3. Jacob K. Javits Fellowship Program: 3 yr @ \$30,000 max, \$13,755 tuition & fees <http://www.ed.gov/programs/jacobjavits/applicant.html>
- 4. Ford Foundation Diversity Fellowships: 3 years @ \$20,000, \$2,000 award to the institution, expenses for at least one Ford Fellows Conference. http://sites.nationalacademies.org/PGA/FordFellowships/PGA_048001
- 5. Further general information on fellowships
 - a. <http://graddiv.ucsc.edu/aid/fellowships.php>
 - b. <http://staff.lib.msu.edu/harris23/grants/3gradinf.htm>
 - i. Intramural university fellowships, grants-in-aid, teaching assistantships, graduate research assistantships
- 6. Student loans (careful!)
- 7. Family, if they can and are so inclined.
- 8. Work in CRM for a couple of years, pay down debt, buy a decent car, save a little, etc. (and convince your family you can actually make a living with this stuff – they might help with grad school later!).

TIPS ON GRADUATE SCHOOL LETTERS OF RECOMMENDATION

Before you ask: assess how well you really did in the referee's class(es).

- Did you get an A+, A, A-? If you got a C or even a B, the professor will probably not wish to write a letter.

Choose persons who know your work reasonably well.

- Get to know your instructors before the grad school application process is upon you – visit them in office hours, volunteer to help with library or other research, ask about lab internships, or an independent reading course on a topic of mutual interest, stemming from an Upper Division class.
- Graduate and professional schools want to learn about your academic abilities, so instructors are your best referees.
 - Teaching assistant letters are not preferred.
 - Instructors in smaller advanced classes (senior seminar, lab), independent study, in more than one larger class, or for whom you worked, are best.
- One CRM employer, if you did draft report writing or advanced analysis, is possible.
- One field school director with an academic post may be acceptable, if s/he knows your academic potential well and is in a well-ranked institution. (But not both of these.)

Contact potential referees early in the process.

- Remember: Any potential referee has the right to say “no,” so start early.
- Faculty may be able to steer you toward those programs especially suitable for your interests, or to other people on campus who may be able to do so.
- They'll tell you what supporting materials they want, if they agree to write a letter.
- Some might be willing to give you feedback on your draft statement of purpose.

HELP YOUR REFEREE WRITE YOU A TIMELY LETTER

- **Ask well in advance of the due date for your materials.** Everyone is very busy, and most application deadlines coincide with ends or beginnings of terms. Three months ahead is not too early. Asking for letters to be written in two weeks or less tries the patience of saints.
- Provide your referees with a **packet of materials, preferably in a manila envelope with your name on it** (a bright color helps the harried professor find it amidst their papers). This should contain:
 1. **A coversheet with the names of all graduate programs to which you are applying, and their application due dates** (listing them in due-date order helps), whether their applications are online, paper forms, or only require a letter on departmental letterhead, whether the letter should come to you, etc. Include your best contact email.
 2. **Your actual application materials:** recommendation forms from the programs.
 3. **An addressed, stamped envelope for each program that requires a mailed-in recommendation.** The University of California does not support postage for letters of reference. If the program requires that you gather all letters of recommendation into your packet, say so on the coversheet, give the faculty a deadline date for your receiving their letter (≠ institutional deadline for you to submit the application), and provide an addressed envelope with postage for mailing the letter(s) to you.
 4. **A copy of your statement of purpose.** This can be a draft, rather than the finished product. It helps the referee write a more focused letter on you and your goals. They might even give you pointers on the draft – another reason to submit your packet early!
 5. **Copies of your evaluations from all anthropology courses taken.** *Never submit official transcripts originals.* You can download evaluations from MyUCSC. This puts your work in context for the referee. Some will want all UCSC evaluations.
- **If you are accepted into programs, email referees to tell them where you were accepted, where you've decided to enroll, and thank them for their help.** Most professors are genuinely interested in their students, and they are really gratified to hear your news. This also keeps the door open for further letters of reference for fellowships, etc.

GUIDELINES FOR A GRADUATE SCHOOL STATEMENT OF PURPOSE

Graduate school differs from undergraduate education: it certifies you as a professional in a discipline. Faculty in grad programs assess whether you are suitable to be their professional colleague. Their first step is reviewing your grad school application. Statement of Purpose must convince its readers that you are graduate school material and worth the faculty's investment of years of close professional tutelage. Six points can guide writing a compelling statement.

1. Be brief

- Admission committees may read 200 applications over one to two weeks. Clarity and brevity are virtues: aim for one page, single-spaced. This is a writing sample. Edit mercilessly.
- Draft a general statement, addressing points 2.-4. Then customize versions for each program's faculty research interests, special programs or facilities, etc. (see 5. below).

2. Show focus

- Graduate programs expect applicants to focus on regions, time spans, analytical and theoretical approaches. Stipulate that you want to study Southwestern archaeology, evolution and functional anatomy of the great apes, etc. Once in a program, it's usually okay to move around a bit – but look focused when applying.
- Specify which methodological approaches attract you: lithic analysis, zooarchaeology, ceramics, human skeletal biology, biomechanics, isotopes, etc. What methods have you already used in labs, field programs, employment, etc.? Don't worry if you have not had a chance to use a method that interests you but that is not available at UCSC.
- If you've studied ecological theory, behavioral ecology, life history theory, Marxist theory, gender studies in archaeology, say so. This is how they learn of your intellectual background.
- At the same time, take care not to appear dogmatic. The grad program will probably want to "reprogram" you with their theoretical perspectives, anyway.

3. Show breadth

- Seek a balance between showing focus and implying that you are overly narrow. For instance, you would not want to say you wish to study core reduction technology in the Magdalenian 5c of Southwest France, or devote your graduate studies to the hylobatid wrist. This may indeed be what you wind up doing in your dissertation, but specialized research must be set within broader regional history, social dynamics, evolution, and theory. A strong applicant shows they are focusing but nonetheless has the intellectual breadth to see the Big Picture.
- Note: in some programs, faculty don't invest much time in graduate student mentoring, and such programs may actually want you to articulate a dissertation topic in your application. In many other cases, this would be the kiss of death. Your guidance on this may come from departmental websites but also consult our faculty. They often know what's up.

4. Show background

- Include some one-liners showing how you developed your regional or areal interest: e.g. you found your focus while surveying Hohokam settlements last summer, in writing your Senior Seminar paper on Southwestern Prehistory, during your field quarter in Costa Rica, etc.
- Use one-liners to show how you got your field or practical, hands-on experience. UCSC students have a huge advantage over many other undergraduates, because they have unusual access to a broad spectrum of lab courses. However, your methodological background may have come from field schools, contract archaeology, volunteering, lab independent studies, etc. Whether candidates actually got their hands dirty, or bloody, before advanced degree training is a crucial consideration for evaluators. One artful approach is to explain that you developed your proficiencies while doing fieldwork in Bénin with Monroe, during Gifford-Gonzalez's comparative osteology course, in Juarez's forensics class, etc.

5. Show knowledge of each program

- Researching graduate programs saves you money, because you apply only to those where faculty will help you develop the career you want. Faculty here can help you refine your search quickly: show them a list of potential programs, and ask for feedback.
- Your statement should convey that you know faculty specialties in that program and how you could learn from them. You needn't list everyone, but do note a few with whom you see yourself working, and why. The *AAA Guide to Departments* or departmental websites show faculty specializations. Mention special programs or facilities associated with the department.

- Just three to five sentences can show readers that you have done your homework, checked their website, or read the *Guide* and know why and how this program matches your interests.

6. Highlight your distinctiveness

- Finally, consider if there's a way to make yourself memorable, in one or two sentences.
- If you were drawn to your focus by a childhood hobby of collecting animal bones, an intense field experience in Belize, a class that changed your life, add a brief opening anecdote that establish your uniqueness. That overworked admissions committee may recall you more quickly if you have a short, distinctive story related to you interest.
- But if it feels forced or corny, don't do it. Your application will stand without it.

A DEMOGRAPHIC FOOTNOTE

- Senior faculty get old, retire, and/or die.
 - It is not prudent to pin your graduate school hopes only on professors whose AAA *Guide* PhD dates put them close to retirement age (1970s, 1980s). A doctorate takes five to eight years to complete. Your “fantasy committee” could retire and/or die before you finish your dissertation. Some stop taking students in a 4-6 year “window” before retirement.
- Not all junior faculty get tenure. They are reviewed for tenure 4-6 years after being hired.
 - It is unwise to pin one's hopes on working only with untenured (assistant professor) faculty, especially at Ivy League institutions, which customarily don't grant tenure to assistant professors. Academic natural selection could leave you without a mentor.
- If you are interested working with someone, regardless of age, email them and ask if they are accepting students this year. If they don't reply at all, it's probably a sign that they may not be someone with whom you'd want to work. If they do, then you know whether to apply.
- Your local faculty can help you get a handle on these and other matters at specific institutions. Once you have some schools tentatively listed as possible programs, consult them in their office hours and use their knowledge of the field.