Literature review

Many college students, at some point in their academic work, have expressed an interest in pursuing anthropology as their career. Often this leads to a discussion with family and friends during which concerns related to the employability of an anthropology major are strongly expressed (Ellick & Watkins, 2010). In fact, a negative reaction to such plans is so common among friends and family that Omohundro (1998) coined a term that he used to express their set of emotions: anthro shock. [2 supplemental sources]

Often, future anthropologists explored questions related to the level of pay and the quality of the job environment. To help answer these questions, Fiske, Bennett, Ensworth, Redding, and Broddo (2010) conducted a national survey. They reported their results from 758 respondents who had completed a M.A. by the year 2008. The focus was on those with M.A. training, but among those surveyed, 31% had gone on to complete a Ph.D. or were currently enrolled in a Ph.D. program. One pattern that emerged was that the 142 archaeology students had a higher likelihood of identifying as anthropologists than did the 322 cultural anthropologists. Further, archaeologists were twice as likely to have a career-specific plan of study as compared to those trained in cultural anthropology. These findings suggested that the sub-discipline option that the student selected had an impact on one’s self-identification and that this affected students’ career planning (Fiske et al., 2010). In addition to helping educate anthropology majors, a traditional role of graduate advisors is to mentor students, including in the area of job searches. To ascertain the success of such mentoring efforts, Bartlo’s (2012) informal interviewing of fellow
anthropology students, faculty, and practicing anthropologists was of importance to note. This researcher suggested that tenured faculty were not as likely to be qualified to dispense job advice. Given this is the primary source of employment advice for most anthropology students, this finding suggested this may be an area of concern (Bartlo, 2012). Both research findings suggest a common issue for anthropology mentors, that more information on job skills is needed. It appears that faculty mentors are more successful at preparing students academically, but less so for the pragmatics of the job search. [2 sources]

All the training and mentoring of college work is intended to result in the student being offered a job. So as to assess recent graduates’ success in being hired, Fiske et al. (2010), conducted surveys among job seekers. Of those who responded, 46% (n=758) of anthropologists had been successful within 12 months of finding a job that was both permanent and full-time. Among the remaining 54%, many had jobs before graduation and an additional 236 were in Ph.D. programs. Among those who were “M.A. Only” (n=398) 82% had a job within one year. When asked how they had found their present anthropology job the top answer was networking (280/758) followed by internal transfer (138/758) and web searches (100/758) (Fiske et al., 2010). Also looking at the reality of job availability, given the perception that there are no jobs in anthropology, the College and University Professional Association for Human Resources [CUPA-HR] (2012) conducted a national inquiry of 224,693 faculty members in public and private 4-year colleges. The category “Area, Ethic, Cultural, Gender, and Group Studies” ranked last among the disciplines with the lowest salaries, lower than both history and English faculty. At the same time, among private colleges, faculty were among those in high demand. This data supported the premise that anthropologist face a financial challenge in the teaching arena (CUPA-HR, 2012). Both surveys suggested that anthropologists remained among the less well-paid faculty, at least as a national norm; even so, nearly a third continued their post-graduate
work towards their Ph.D. degrees. This significant time investment, as well as the financial costs, do not translate into stable job opportunities for many graduates; part-time work is more likely than full employment.¹ [2 sources]

Continue with LR from here, until you have used all EIGHT journal articles.

¹ Word count (Literature review) = XXX
References


Special help with formatting

1. If you have trouble with the bottom margin, set to 0.8. Then, write, in pencil, “My computer hates me.”

Instructor Notes

1. This instructor sample does not reflect a completed paper. Be sure to include 8 academic journal articles.
2. The Ellick & Watkins (2010) and Omohundro (1998) sources in the introduction are supplemental. I used them to set the stage, but neither counts towards the required sources.
3. Do not highlight supplemental sources as they are not counted.
4. If you decide to use one or more of the 8 required sources in the introduction, do not highlight. Highlight the first use in the body of the paper.
5. FYI: On the References page, those sources in red font, are optional, supplemental sources.