

HOW TO SUCCEED IN THIS COURSE

Much recent research indicates that students who tend to learn and to succeed in college:

1. study by themselves for more hours each week,
2. take classes that are rigorous and reflect high expectations,
3. come to every class having completed all assigned reading,
4. ask questions and contribute observations in class,
5. are required to write frequently and extensively,
6. arrive on time and do not drift anonymously in and out of the classroom,
7. take extensive notes on assigned readings, classroom discussions and lectures.

Since you are in college because you want to get an education and earn a degree, I imagine that you want to succeed. Get to know other students in the class to study, to prepare for exams and, if you miss a class, to borrow notes. Get their phone numbers and emails. If you have any difficulty with written or spoken English—and especially if English is not the language you speak and write best—get to know (and get the phone number of) at least one fellow student who is a proficient, native speaker of English.

In order to do well in this course, you must take notes in class and on your reading. This also keeps you engaged while in class. Whether in class, at home or in the library, always try to write down the major points of what you just heard or read. Outline the argument or key ideas. Think about why the instructor or author thought it worth making those points and about how they may relate to other issues discussed in class or in the reading. When you encounter unfamiliar words, look them up and/or consult the instructor. Finally, write down your own thoughts or criticisms. When you do this, you will notice that making sense of, and remembering, what you read and hear will be much easier. You will also sharpen your own capacity for critical thinking. To avoid anonymity and to make learning an effective, active process of dialogue, you must participate actively in class. This means that you must ask when you have a question, even if you are not accustomed to speaking in front of others.

8. Raise questions.
9. Clarify points.
10. Overcome shyness.
11. Share your knowledge, insights, and experiences.

Feel free to challenge the views of the instructor or other students. In order to do so effectively, please follow three basic rules:

12. Be courteous. Do not interrupt, but wait until the speaker has finished making his/her point. Make a note of what you want to say, so that you don't forget it.
13. Be logical when you argue. Base what you have to say on evidence from the readings, lectures or your own knowledge.
14. Be tolerant of how others express themselves. Your fellow students may speak English differently than you or have opinions that you don't share. You may still learn a lot from them. By creating a comfortable space for them to share their ideas, you also make it easier for you to express yourself.

I strongly urge you to see me during office hours or at another mutually convenient time to discuss any questions or problems. Students who don't seek help when they need it have only themselves to blame if they don't do well.

Finally, even if you are taking this course to fulfill a distribution requirement rather than for your major, try to enjoy it and do well. The only way to do so is to engage enthusiastically in learning for learning's sake.

An Ibo (an ethnic group in Nigeria) proverb reads:

Not to know is bad, not to wish to know is worse, not to hope is unthinkable, not to care is unforgivable.

IF YOU ARE NOT SUCCEEDING IN THIS COURSE

In every large course, some students get into serious difficulty. The reasons may range from taking on too many courses (or courses that are more demanding than anticipated), too many work or family responsibilities, learning or physical disabilities, major illness, emotional crises, language problems, emergencies, poor study habits, or lack of interest.

If, *for any reason*, you think that you might be in academic trouble in this course, it is extremely important that you take the following steps:

1. Consult the instructor immediately about how you are doing and what your options might be. Do not wait to do this. Do not be shy about doing this. Sometimes it is possible to catch up and do well.
2. If necessary, withdraw from the course before the date specified on the [College's academic calendar](#). Otherwise you may receive a WU (withdrawal unauthorized) or an F grade on your transcript. This may cause you problems later in life (for example, when applying for a job or to a graduate or professional school).
3. If the deadline to withdraw has passed and you are not doing well in the course, you may be able to exercise the [C/NC \(credit/no credit option\)](#), if you complete all of the course work. This will give you a grade of either "credit" (passing) or "no credit" on your transcript. "No credit" is better than "F" or "WU." To exercise the C/NC option you must sign the [form](#) and have the instructor sign the form before the date of the final exam.

Hunter College has the following resources available for students who are experiencing academic or other difficulties:

[Advising Services](#): East Building, room 1119, tel. 212 772-4882,
AdvisingServices@hunter.cuny.edu

[Reading/Writing Center](#): Thomas Hunter Hall, Room 416, tel. 212 772-4212,
<http://rwc.hunter.cuny.edu/>

[Counseling Services](#): East Building, room 1123, tel. 212 772-4931,
PersonalCounseling@hunter.cuny.edu

[Center for Student Achievement](#) (workshops on test-taking, time management, effective study practices), West Building, room 417 cfsa@hunter.cuny.edu

[Office of Accessibility](#) (for students with learning or physical disabilities): East Building, room 1124, tel. 212 772-4857, AccessABILITY@hunter.cuny.edu

These offices are staffed by highly trained professionals who are there to help you. If you are in trouble of any kind, it is imperative that you contact the appropriate office and receive assistance.

IF YOU WOULD LIKE TO LEARN MORE ABOUT ANTHROPOLOGY

An introductory course in cultural anthropology can only begin to scratch the surface of this vast and very exciting field. The [Anthropology Department](#) at Hunter College also offers introductory courses in biological (physical), linguistic and archaeological anthropology. It offers a wide range of upper-level courses in all four subfields of anthropology. Many of these courses fulfill requirements for the undergraduate degree, even for students specializing in other fields.

Anthropology [majors](#) take courses in all four subfields. The Department also offers minors in [general anthropology](#), [cultural anthropology](#), [physical anthropology](#), [linguistic anthropology](#), and [archaeology](#). If you decide to major in anthropology, fill in this [form](#) and bring it to the Department's undergraduate adviser. If you would like to minor in one of the anthropology minors, fill in this [form](#).

Some people wonder what kinds of careers are possible for a student who majors in anthropology. The [Careers in Anthropology](#) section of the Hunter Anthropology website is a good place to start to explore this question. It contains a large number of links to information on non-academic and academic careers for students at all levels.

[Careers in Anthropology from the American Anthropological Association](#)

[Careers in Applied Anthropology from the National Association for the Practice of Anthropology \(NAPA\)](#)

[Anthropologists at Work Q&A \(NAPA\)](#)

[Careers in Historical Archaeology from the Society for Historical Archaeology](#)

[Careers in U.S. Archaeology from Texas A&M University](#)

[Jobs, Internships, Grants from the New School for Social Research](#)

[Jobs in Higher Education, Chronicle of Higher Education](#)

[US Government jobs](#)

[Careers in International Development from Harvard University](#)

[Careers in International Development and Policy from SIPA, Columbia](#)

[Career listings from the Idealist.org](#)

[International Development Careers from Devex](#)

[UNDP Leadership Development Programme](#)

[Presidential Management Fellowship](#)

[UNICEF's New and Emerging Talent Initiative](#)

["Anthropology without Doctorates" by Dan Berrett, *Inside Higher Ed*](#)

[Masters' Career Pathways, AAA Committee on Practicing, Applied and Public IntERESt Anthropology](#)

["What I Tell My Graduate Students" by Lennard Davis, *Chronicle of Higher Education*](#)

["Tips for PhD Students of Color" \[and others\] by Christine Folch](#)

[SSRC video discussion on publishing your first scholarly book](#)