ANG6930 (2A65): FOUNDATIONS FOR A CAREER IN ANTHROPOLOGY

Prof. Connie J. Mulligan

Class meets in 0234 MAEB
Class time: Thursday, periods 3-5, 9:35-12:35, with a 15 break

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Course summary: This course will prepare graduate students for a career in Anthropology. Specifically, students will learn how to develop, fund, present and publish independent research. Students will develop a research project, most likely in a collaborative team, within the class and will utilize university and other online resources to develop the research project during the course. Guest lecturers will speak on topics such as manuscript submission, response to reviewer comments, grant proposal writing, etc and students will use what they learn to further develop their research projects, i.e. write a conference or grant proposal abstract. Students will also learn how to develop their teaching portfolio with both bricks-and-mortar and online courses. Additional topics relevant to a professional career in anthropology, including non-academic job opportunities and ethics, will be discussed.

Course design: This course is intended for graduate students in all four subfields of Anthropology. The course addresses a range of topics intended to prepare a graduate student for a successful professional career based on a PhD in Anthropology. Acquiring this knowledge and these skills will help you secure the job you want and will help you be successful at that job. A major focus of the course is learning how to develop (and fund and publish) a compelling research project as a vehicle for developing your dissertation research project.

Course objectives and student goals: Students are expected to gain specific knowledge on how to research and develop a research project, how to write grant proposals and publish research articles, and how to design and teach courses. Students will also be exposed to information that will allow them to explore different career options in order to be successful in building a career that utilizes their knowledge and their PhD. A key component of the course is learning how to develop a research program, and possibly create a collaborative team (of 2-3 students), through which many of skills that will be discussed during the semester will be practiced, i.e. write a draft grant proposal to fund the research, write a journal abstract or book summary, give a conference presentation. There will also be assignments to explore particular topics, i.e. focus discussion groups with undergraduates to discuss pros and cons of online courses.

Course format: The course meets once a week for three hours and the course format is mainly class discussion with short lectures by various faculty members. Evaluation of student performance is based on class participation, development of a research project and related assignments, and other assignments focused on specific questions.

Grading: Final grades will be determined by the following (all assignments are marked by an asterisk on the due date in the course schedule listed below):
- Class attendance and participation (20%)
- Development of a research project that will accomplish the following:
  o Preliminary research proposal (2 pages) (10%)
  o Research proposal (~5 pages) (25%)
  o Conference/manuscript/grant proposal abstract (5%)
  o PowerPoint presentation of research project (10%)
- Additional assignments:

- o Summary of five faculty research programs, with specific mention of development and collaborative nature of the research programs (5%)
- o Write-up of one ethical dilemma for class discussion (5%)
- o One focus discussion group with UF undergraduates on pros and cons of online courses (10%)
- o Development of a course syllabus (online or bricks-and-mortar) (10%)

Grades will be based on the following point percentages: 93-100%=A, 90-93%=A-, 87-90%=B+, 83-87%=B, 80-83%=B-, 77-80%=C+, 73-77%=C, 70-73%=C-, 67-70%=D+, 63-67%=D, 60-63%=D-, <60%=E. The university grading policy can be found at https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

Class attendance policy: Because the class meets only one time per week and because the class format is mainly discussion, it is very difficult to make up missed classes by borrowing notes, etc. Therefore, students are strongly encouraged to attend all classes. It's also important to arrive to class on (5 minutes late is not on time). Punctuality is a show of respect for your instructor and classmates and is important not just in class but in a job and your eventual career.

Copyright information: Lectures may not be recorded in any way without the prior express permission of the professor giving the lecture. The contents of the syllabus, lectures, lecture outlines, and handouts for this course are copyrighted and intended for the private use of students registered in the class. These materials, therefore, cannot legally be reproduced, in part or in whole, by any commercial enterprise or for any commercial purposes.

Accommodations for students with disabilities: If you require accommodation due to a disability, please make an appointment or visit during my office hours so that we may discuss your needs. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Academic honesty: As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."

An excellent website that discusses plagiarism, correct citing of references and correct use of quotes is http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=adaa44500eaf460a84f238e6b9a558f9. All students should read this material at least once. Remember that the university considers self-plagiarism to be plagiarism.

UF Counseling Services: On-campus services are available for students having personal problems or lacking clear career and academic goals. They include:
1. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
2. Student Mental Health, Student Health Care Center, 392-1171, personal counseling
3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual assault counseling
4. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling
5. Additionally, student web-based resources on sexual harassment are available at http://www.ufsa.ufl.edu/students/sh/sexualharassment.shtml

U Matter We Care
Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect

students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Course schedule:

Jan 11 – First day of classes – Connie Mulligan
Introductions
Collaborative research
Network analyses (course students) – Chris McCarty

Jan 18 - Faculty research profiles
  - Discuss potential mentors
  - Discuss how faculty have developed their research programs and how collaborative or interdisciplinary their research is
  - *Summary of five faculty research programs, with specific mention of development and collaborative nature of their research programs
Speed-networking event – to identify potential research partner for course project

Jan 25 - Start to develop research project for course project
Create collaborative research teams for course project and begin discussions of possible research projects
Discussion of career goals and how PhD and research support those goals
Ethics – professional, research, fieldwork.
  *Students come prepared with ethical dilemmas to discuss.

Feb 1 - University resources for research development – Library personnel

Feb 8 - Databases, etc for research development – Library personnel

Feb 15 - Update on research projects – discussion/presentation of research project development
*2 page preliminary research proposal due

Feb 22 - Writing a grant proposal, Humanities vs science models – Chris McCarty, Brenda Chalfin, Jeff Johnson

Mar 1 - Academic publishing, publication metrics, responding to soul-crushing reviewer comments and getting your paper/dissertation published – Peter Collings, Lance Gravlee, Valerie DeLeon, Ken Sassaman
*Turn in conference/manuscript/grant proposal abstract

Mar 8 - Spring break

Mar 15 - Cultivating a good relationship with your mentor and committee, creating a compelling CV, post-PhD life, T&P, business of the university, more on grants and publishing, ethics – Connie Mulligan and Chris McCarty
*Turn in 5 page grant proposal

Mar 22 - Canvas platform - ???
Designing an online course – John Krigbaum and Lance Gravlee
Teaching anthropology with innovative methods – Susan Gillespie
Team-based learning – Marit Ostebo
Preparing a teaching portfolio – Peter Collings

Mar 29 –   Update on research projects – discussion/presentation of research project development
             Continue ethics discussion
             *Turn in course syllabus (online or bricks-and-mortar)

Apr 5 -   *Present and discuss focus discussion group projects with UF undergrads on online courses
             Future of online courses and bricks-and-mortar teaching – Ken Sassasman and Chris McCarty
             Budget issues pertaining to bricks-and-mortar, online, distance learning classes – Karen Jones

Apr 12 -   AAPA meetings
             Non-academic careers with a PhD – Alyson Young (Campus opportunities for Anthro grad
             students) and Sarah Szurek and Amy Blue (HPNP, VP of UF Health Education)
             Conference papers: The good, the bad, and the ugly – Susan DeFrance

Apr 19 -   *Powerpoint presentations of research projects – 10-15 min PowerPoint
             Course wrap-up, network analysis of students at end of course (Chris McCarty), suggestions for
             next semester