

ANG6780

FOUNDATIONS FOR A CAREER IN ANTHROPOLOGY

Fall 2024
Friday 12:50-3:50pm
2050 Weimer
Section 3G70

Instructor: Dr. Connie Mulligan
Office: B119 Turlington and 409 Genetics Institute
Phone: (352) 273-8092
email: cmulligan@ufl.edu
Office Hours: Fri 11:30-12:30pm in B119 TUR & by appt

Course description

This course is designed to prepare Anthropology students from all four subfields for their graduate career and beyond. Specifically, students will learn how to develop, propose, fund, present, and publish independent research, while navigating the university as an institution and place of work. A key component of this course is developing a project that articulates students' research interests and aims and utilizing university and other resources to write and refine a research proposal. The goal is to write a proposal for the Elizabeth Eddy Summer New Graduate Students Research Grant, but other grant formats can be used if they are more appropriate for the student. Students will work on other aspects of career development including writing a course syllabus and CV. Additional topics relevant to a professional career in anthropology, including issues of professional ethics, work/life balance, and mentoring, will also be addressed.

Another goal of the course is to introduce students to a range of career opportunities for PhDs in anthropology and equip students with the skills and knowledge needed to successfully pursue their chosen career path. To this end, a range of guest lecturers will speak about their experiences as anthropologists and share their experiences and expertise in their career trajectories.

Course objectives

Students are expected to gain specific knowledge on how to navigate a graduate career, how to develop and conduct 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 opportunities in order to be successful in building a career that utilizes their knowledge and their PhD. A key component of the course is developing a research proposal that reflects students' research interests and ideas and can serve, in the short-term as the basis for a project for Eddy Research Grant the following summer and, in the longer term as the basis for a dissertation research project.

Course materials

I carefully selected the reading materials for this class. I read over a dozen different books and dozens of articles so I could choose the ones that are the most relevant, timely, least expensive, not too lengthy, and support the course goals. I wasn't completely satisfied with any of the books so I chose parts of two books as the best compromise to cover the material we'll discuss in class. It's important for students to read all of the assigned materials in order to participate in and understand class discussions, successfully complete the assignments, and understand the issues necessary to successfully complete graduate school and develop your future career. Feel free to ask me why I assigned any specific reading or to suggest better or additional readings.

MULLIGAN

There are two required texts (see below) and articles detailed in the course schedule below and available on E-learning:

- *Where Research Begins: Choosing a Research Project That Matters to You (and the World)* by Thomas Mullaney and Christopher Rea, 2022, University of Chicago Press
- *The Professor is In* by Karen Kelskey, 2015 – focused on getting an academic job

You may be interested in these texts that were used in previous iterations of this course:

- *Getting What You Came For: The Smart Student's Guide to Earning an MA or PhD*, Robert Peters, 1997 - this book is good with practical advice, but it's outdated – 1997 – so the numbers, i.e. salary, time to degree, and information on computers, are no longer accurate.
- *How to Write a Lot: A Practical Guide to Productive Academic Writing*, by Paul J Silvia

Other resources for you to investigate are:

- Graduate school
 - [Graduate Student Success Center](#) – to support your grad school experience
 - [Office of Graduate Student Support & Engagement](#) – personal wellness, support networks, community connections
 - [Office of Graduate Professional Development](#) – workshops and events to support your professional development
 - [Career Exploration](#) – an online professional development training platform, includes access to Beyond the Professorate, a career training platform to launch an academic or non-academic career with many videos that help PhDs move through four stages during their career transition.
 - [Self-care and wellness](#)
 - [International students](#)
- UF Library
 - Dr. GiNESSA Mahar, gjmahar@ufl.edu, Anthro PhD alum, is the liaison for the Dept of Anthropology and can answer all your questions about resources at the library
 - <https://guides.uflib.ufl.edu/anthroUF/Foundations> - guide to library resources for Foundations for a Career in Anthropology
 - <https://guides.uflib.ufl.edu/anthroUF/grad> - guide to library resources for UF Anthro grad students
 - <https://guides.uflib.ufl.edu/anthropology> - guide to library resources for anthropological research
- [Anthropology Career Readiness Network](#) – preparing Anthropology students for careers in industry, non-profits, and government (not just PhDs)
- [UF Academic resources](#)
 - [E-learning technical support](#) - 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu
 - [Career Connections Center](#) - Reitz Union, Ste 1300, 392-1601, career development assistance and counseling
 - [Tutoring](#) – Turlington Hall and Little Hall. General study skills and tutoring
 - [Writing Studio](#) - 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers

Course format

This course meets once a week for three hours and consists mainly of class discussion with short guest lectures by various faculty members and Anthropology alumni.

Grading

Evaluation of student performance is based on class participation, development of a research project over the course of the semester, and other topical assignments throughout the semester (detailed below).

MULLIGAN

- **All assignments are due the Thursday before class so that I can provide feedback by class time**
- Class attendance and participation (10%)
- Development of a research proposal for the Elizabeth Eddy Summer New Graduate Student Research Grant:
 - Research abstract [250 words] (10%)
 - Research possible funding sources (other than Eddy award) for your research ideas (2.5%)
 - Preliminary research proposal [2 single-spaced pages] (15%)
 - Research proposal [5 single-spaced pages] (25%)
 - Peer reviews of other students' proposals (10%)
- Additional assignments:
 - Interview a UF Anthropology PhD alum whose career interests you (2.5%)
 - Ethics dilemma and reflection (2.5%)
 - Course wish list (2.5%)
 - Development of a course syllabus (online or in-person) (10%)
 - CV (5%)
 - Research a non-tenure-track position of interest to you and write a short description, and possibly interview someone in that position (5%)

Grading scale:

93 - 100%	A	80 - <83%	B-	67 - <70%	D+
90 - <93%	A-	77 - <80%	C+	63 - <67%	D
87 - <90%	B+	73 - <77%	C	60 - <63%	D-
83 - <87%	B	70 - <73%	C-	< 60%	E

The university grading policy can be found at

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Class Expectations

Attendance and punctuality

This course is primarily discussion-based, and since attendance is fundamental to the learning goals, attendance is required. Of course, life may sometimes intervene, in which case you are expected to notify the instructor ahead of time. More than two absences will already constitute >10% of the course and you should consult with the instructor about appropriate make-up activity. Excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation. Additional information can be found in [Attendance Policies](#). It is also important to arrive to class on time (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.

Assignments

Assignments in this course comprise a research proposal and associated milestone assignments as well as a series of thematic assignments related to particular topics. Readings and thematic assignments are designed to facilitate discussion in class, and as such must be completed on time. Assignments are due the day before class so that I can give timely feedback for you to consider when we discuss the topic in class.

Copyright information

Publication of any course materials without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Students may not record audio or video of other students. Since this class has substantial class participation, it would be very difficult to record class meetings without also recording students’ comments.

Accommodations

UF is committed to achieving full accessibility for people with disabilities, and I am committed to making this classroom accessible to you. If there are ways in which the overall structure of the course and general classroom interactions could be adapted to facilitate improved participation, please do not hesitate to raise your ideas with me - your comments and suggestions about the format of readings, lectures, and class discussions are always welcome.

If you require accommodation due to a disability, please make an appointment or visit during my office hours so we may discuss your needs. Students requesting classroom accommodation must first register with the [Disability Resource Center](#). The DRC will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Academic honesty

Academic honesty and integrity are fundamental values of the University of Florida community. Students should be sure that they understand the UF Student Honor Code. Students caught cheating or plagiarizing on any assignment in this class will be reported to the Dean of Students and receive a zero for the assignment.

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.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are

obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

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.

Critical thinking and freedom of speech

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

Use of generative AI tools

Generative AI is one of the most disruptive technologies we've experienced over the past couple years. Students should become experienced in the use of such tools and know when, and when not, to use them. In this course, AI tools, such as [ChatGPT 4o](#) or UF's [NaviGator AI](#), may be used to help students understand the reading material, e.g. to explain a concept or clarify a paragraph. Students can also use AI tools to help generate ideas and brainstorm. However, be aware that AI tools tend to "hallucinate", which is an odd term for "get things wrong" and "make stuff up", e.g. made-up references, so students should always verify information provided by AI. Also, over-reliance on AI tools can stifle students' creativity and independent thinking and can short-circuit the process of developing analytical and critical thinking skills. Presentation of any ideas generated by AI tools must be properly cited, e.g. "ChatGPT 4o was used to generate this idea". AI tools may not be used to write text, or generate content, that is handed in for an assignment – this is considered plagiarism because you're handing in writing that's not yours, but your name is on the assignment and will be treated as such.

UF Counseling Services

On-campus services are available for students having personal problems or wanting career development assistance. They include:

- [Counseling and Wellness Center](#): Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- [Student Health Care Center](#): Call 352-392-1161 for 24/7 information to help you find the care you need.
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual assault counseling
- Additionally, student web-based resources on sexual harassment are available at <http://www.ufsa.ufl.edu/students/sh/sexualharassment.shtml>
- [University Police Department](#): Visit UF Police Department [website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- [UF Health Shands Emergency Room / Trauma Center](#): For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608.
- [GatorWell Health Promotion Services](#): For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell [website](#) or call 352-273-4450

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,

MULLIGAN

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:

Date	Topic(s)	Readings (*readings are available on E-learning)	Assignment Due (Thurs before class)
<p>Week 1 Aug 23</p>	<p>Introduction</p> <ul style="list-style-type: none"> • What are your goals for grad school? • What are your career goals? • Timeline for MA/MS and PhD degrees • Time management • Picking a dissertation chair and committee – what are their roles? • Mental health and stress management • Plagiarism – how do you write things in your own words? • Generative AI 	<ul style="list-style-type: none"> • Kelsky, Ch 1-3 • What to do to improve postgraduate mental health, Nature, May 9, 2018 • How to handle the dark days of depression, Nature, May 8, 2018 • Write fiction to discover something new in your research, Nature, May 9, 2018 • “Is Claudine Gay a plagiarist?” Rufo & Brunet, Dec 10, 2023 • *What counts as plagiarism: Harvard president’s resignation sparks debate, Tollefson, 2024, Nature • *AI and the transformation of social science research, Grossman et al. 2023, <i>Science</i>. • I’m a student. You have no idea how much we’re using ChatGPT, Terry, 2023, The Chronicle of Higher Education (CHE) • AI is complicating plagiarism. How should scientists respond? Kwon, 2024, Nature 	
<p>Week 2 Aug 30</p>	<p>Research/Collaboration/Mentors</p> <ul style="list-style-type: none"> • How to develop a research project • Resources inside and outside the department • What to look for in a mentor • How to cultivate a good relationship with your advisor and committee • Create a compelling CV 	<ul style="list-style-type: none"> • Mullaney and Rea, pp 1-116 • Kelsky, Ch 24, 55-57 • *Rackham, How to Get the Mentoring You Want • Who can live on a PhD stipend? Weiskott, 2022, CHE • *Four example CVs • Library resources 	<p>Interview with an Anthropology alum</p>

	<ul style="list-style-type: none"> • <i>Guest speaker: Kate Grillo – confirmed (Time??)</i> 	<ul style="list-style-type: none"> ○ https://guides.uflib.ufl.edu/anthropology ○ https://guides.uflib.ufl.edu/anthroUF/grad 	
Week 3 Sept 6	<p>Developing your research</p> <ul style="list-style-type: none"> • Discuss research projects in class • <i>Guest speaker: Chris McCarty – 12:50-1:50pm</i> 	<ul style="list-style-type: none"> • Mullaney and Rea, pp 117-199 • *Example proposals 	CV
Week 4 Sept 13	<p>Envisioning a graduate career</p> <ul style="list-style-type: none"> • Career goals • PhD committees • Gender harassment • Imposter syndrome • Personal/work balance • Professional ethics • <i>Guest speakers: Valerie DeLeon, Gabriel Prieto, Richard Kernaghan – 2:45-3:50pm</i> 	<ul style="list-style-type: none"> • *Nelson et al. Signaling Safety: Characterizing Fieldwork Experiences and their Implications for Career Trajectories • *Safe fieldwork strategies for at-risk individuals, their supervisors and institutions, Demery and Pipkin, 2020, Nature Ecology and Evolution – read Box 1 • *Goals, expectations and protocols for off-campus field experiences, UF Dept of Anthropology • Harvard Prof John Comaroff faces new allegations of misconduct in amended suit, Xu, 2022, The Harvard Crimson • How to Overcome Imposter Syndrome, Revuluri, 2018, CHE • Dare to Lead: How administrators can overcome imposter syndrome, Arakawa, 2022, CHE • Check out the NCFDD website – www.ncfdd.org 	<ul style="list-style-type: none"> • Course wish list • Ethics dilemma and reflection
Week 5 Sept 20	<p>Project abstracts</p> <ul style="list-style-type: none"> • Discuss and present abstracts 		Research abstract
Week 6 Sept 27	<p>Writing a grant/fellowship proposal</p> <ul style="list-style-type: none"> • The role of funding in research 	<ul style="list-style-type: none"> • Kelsky, Ch 17, 51 & 52 • *Writing Grant Proposals for Anthropological 	Possible funding sources for your research ideas

	<ul style="list-style-type: none"> When, where, and how to apply for funding Humanities vs science models Discussion of example proposals <i>Guest speakers:</i> Dan Contreras and Adrienne Strong (and Chris McCarty?) – 12:50-1:50pm 	<p>Research”, Silverman, 1991, Wenner Gren</p> <ul style="list-style-type: none"> *The Art of Writing Proposals, Przeworski and Salomon, 1995, SSRC NSF proposals – just skim <ul style="list-style-type: none"> NSF Graduate Research Fellowship Program Proposal preparation and submission guidelines *Guest speakers’ research proposals and CVs 	
Week 7 Oct 4	<p>Teaching</p> <ul style="list-style-type: none"> Academic teaching, grading, and mentoring at UF Course and syllabus development Team-based learning <i>Guest speakers:</i> Stephanie Bogart – 12:50-1:50pm 	<ul style="list-style-type: none"> Kelsky, Ch 15 UF Center for Teaching Excellence Michaelsen – The essentials of Team-Based Learning TBL Handout 1 TBL Handout 2 	
Week 8 Oct 11	<p>Presenting</p> <ul style="list-style-type: none"> Conference presentations Media and public scholarship The elevator pitch: how to briefly summarize research Discuss research proposals 	<ul style="list-style-type: none"> Kelsky, Ch 19 & 20 	Course syllabus
Oct 18	NO CLASS - Homecoming		
Week 9 Oct 25	<p>Publishing</p> <ul style="list-style-type: none"> Writing your dissertation <i>What and where</i> to publish? The publication process Feedback and responding to reviewer comments <i>Guest speaker:</i> Kim Valenta – 12:50-1:50pm 	<ul style="list-style-type: none"> Kelsky, Ch 14, 16, 18 *Specious barriers to writing a lot, Silvia, 2018, Ch 2 of How to Write a Lot *Lamott, “Shitty First Drafts” Structured procrastination, Perry *Kim Valenta CV 	Preliminary research proposal (2 ss pages)
Week 10 Nov 1	<p>Careers outside academia</p> <ul style="list-style-type: none"> What to do with a PhD in Anthropology Non-academic career paths for anthropologists Transferrable skills / pitching your PhD 	<ul style="list-style-type: none"> Kelsky, Ch 58-Conclusion Falling out of love with my astronomy career dream led to something even better, Lanes, 2022, Science 	Description of non-tenure track position

MULLIGAN

	<ul style="list-style-type: none"> • Career satisfaction • <i>Panel discussion</i> with Anthro alum – Gypsy Price, Michael Zurek-Ost • <i>Guest speaker</i>: Ashley Sharpe, Research Archaeologist, Smithsonian Tropical Research Institute – 12:50-1:50pm 	<ul style="list-style-type: none"> • I'm glad I eschewed a career in academia – there are plenty of alternatives for PhDs, Kadir, 2017 	
Week 11 Nov 8	Careers outside academia <ul style="list-style-type: none"> • <i>Guest speaker</i>: Anne Stokes, Founder & CEO, SEARCH – 12:50-1:50pm 	<ul style="list-style-type: none"> • 	
Week 12 Nov 15	An academic career <ul style="list-style-type: none"> • Academic job market • <i>Panel discussion</i> with Anthro alum – Scott Hussey, Therese Kennelly Okraku, Hannah Toombs – possibly 12:50-1:50pm • <i>Guest speaker</i>: Whit Schroder – 2-3pm 	<ul style="list-style-type: none"> • Kelsky, Ch 4-13, 21–23, 25–50, 53 & 54 – you can skim these chpts if you're certain you don't want a tenure-track position • Most US professors are trained at the same few elite universities, Nowogrodzki, 2022, <i>Nature</i> • The Cruelty of Faculty Churn, Daniel, 2022, CHE 	Research proposal (5 ss pages)
Week 13 Nov 22	Grant review panel discussions	<ul style="list-style-type: none"> • *Gender bias goes away when grant reviewers focus on the science, <i>Nature</i>, Jan 26, 2018 	Peer reviews of research proposals
Nov 28	NO CLASS – Thanksgiving		