

# ANG6780

## FOUNDATIONS FOR A CAREER IN ANTHROPOLOGY

**Fall 2021**  
**Wednesday 5:10 PM - 8:10 PM**  
**1105 Turlington**

**Instructor:** Dr. Daniel Contreras  
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**Office Hours:** Wed. 1-3p and by appt

### Course description

This course is designed to prepare Anthropology students for their graduate career and beyond. Specifically, students will learn how to develop, 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 that can become the basis of a major grant application. Students will also develop their teaching, CVs, and presentation skills, as well as becoming familiar with the digital tools fundamental to practicing researchers. Additional topics relevant to a professional career in anthropology, including issues of ethics and equity and non-academic career paths, will also be addressed.

This course is intended for graduate students in all four subfields of Anthropology. Its central aim is to introduce you to a range of opportunities for PhDs in anthropology, and equip you with the skills and knowledge you need to successfully pursue the career path you choose. To this end, we will host a wide variety of guest lecturers, who will speak to diverse experiences as anthropologists, and share expertise on specific aspects of the research process.

### 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 options 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 the following summer and – in the longer term – as the basis for a dissertation research project.

### Reading materials

Much of the required reading will consist articles and book excerpts, detailed in the course schedule below and available on Canvas. There is one required text:

Colón Semenza, Gregory. 2010. *Graduate Study for the 21<sup>st</sup> Century*. Palgrave Macmillan.

You may be interested also in texts that have been used in previous iterations of this course:

- *The Professor is In* by Karen Kelskey
- *Getting What You Came For: The Smart Student's Guide to Earning an MA or PhD*, Robert Peters
- *How to Write a Lot: A Practical Guide to Productive Academic Writing*, by Paul J Silvia

### 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.

### Assessment

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

## CONTRERAS

- Class attendance and participation (10%)
- Development of a research proposal:
  - Research on funding sources (5%)
  - Project abstract [250 words] (5%)
  - Preliminary research proposal [500 words] (10%)
  - Research proposal [1500 words] (20%)
  - Research proposal peer review (10%)
  - Oral presentation of research project (10%)
- Additional assignments:
  - Summary of five faculty research programs (5%)
  - Course wishlist (2.5%)
  - Grad career reflection (2.5%)
  - Course proposal (5%)
  - CV (5%)
  - Non-tenure track cover letter (to a specific position) (5%)
  - Ethics dilemma and reflection (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

This course is primarily discussion-based, and since attendance is fundamental to the learning goals, it is required. Of course, life may sometimes intervene, in which case you are expected to notify the instructor ahead of time or as soon as practical afterwards. 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](#).

## 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, and as such *must be completed on time* (barring any dramatic circumstances). Due dates for project milestones are intended to motivate you to start those projects, and are based on the need to give you feedback with sufficient time for you to react to it. As such, they can be negotiable, as long as you ask in advance.

## 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.

## Course schedule:

Week	Date	Topic(s)	Readings	Assignment Due
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## CONTRERAS

1	25 Aug	<b>Introductions:</b> <ul style="list-style-type: none"> <li>Why are we here?</li> <li>What is this course <i>for</i>?</li> </ul>		
2	1 Sept	<b>Mentorship/Collaboration:</b> <ul style="list-style-type: none"> <li>Department resources</li> <li>Outside the department</li> <li>What do you need?</li> </ul>	<ul style="list-style-type: none"> <li>Colón, Ch. 1</li> <li>Rackham, "How to Get the Mentoring You Want"</li> </ul>	Who's who: Summary of 5 faculty research profiles
3	8 Sept	<b>Envisioning a graduate career</b> <ul style="list-style-type: none"> <li>Academia as an ideal?</li> </ul>	<ul style="list-style-type: none"> <li>Colón, Ch. 2</li> <li>Flannery, <i>The Golden Marshalltown</i></li> <li>Bohannon, <i>Shakespeare in the Bush</i></li> </ul>	Grad career reflection
4	15 Sept	<b>Coursework:</b> <ul style="list-style-type: none"> <li>What's available in the department and elsewhere?</li> <li>What can/should you get out of these courses (and put into them)?</li> <li><i>Guest speaker:</i> Pete Collings</li> </ul>	<ul style="list-style-type: none"> <li>Colón, Ch. 4 &amp; 5</li> </ul>	Course wishlist
5	22 Sept	<b>Managing research and writing:</b> <ul style="list-style-type: none"> <li>Research tools</li> <li>How to write (a lot)</li> <li><i>Guest speaker:</i> Lance Gravlee</li> </ul>	<ul style="list-style-type: none"> <li>Colón, Ch. 3</li> <li>Silvia, Ch 2 &amp; 3</li> <li>Lamott, "Shitty First Drafts"</li> <li>Perry, <a href="#">Structured Procrastination</a></li> </ul>	<a href="#">Zotero</a>
6	29 Sept	<b>Teaching:</b> <ul style="list-style-type: none"> <li>Academic teaching, grading, and mentoring at UF</li> <li>Course and syllabus development</li> <li><i>Guest speaker:</i> Stephanie Bogart</li> </ul>	<ul style="list-style-type: none"> <li>Colón, Ch. 6</li> </ul>	Course proposal
7	6 Oct	<b>Grants and grant writing:</b> <ul style="list-style-type: none"> <li>The role of funding in research</li> <li>When, where, and how to apply for grants</li> <li>Humanities vs. science models</li> <li>Discussion of example proposals</li> <li><i>Guest speaker:</i> Richard Kernaghan</li> </ul>	<ul style="list-style-type: none"> <li>Silverman, "<a href="#">Writing Grant Proposals for Anthropological Research</a>" (Wenner Gren)</li> <li>Przeworski and Salomon, "On the Art of Writing Proposals" (SSRC)</li> <li>Example proposals</li> </ul>	
8	13 Oct	<b>Digital tools:</b> <ul style="list-style-type: none"> <li>managing and manipulating words, pictures, other media</li> </ul>		
9	20 Oct	<b>Developing your CV and professional presence</b>		CV

		<i>Guest speaker: Adrienne Strong</i>		
10	27 Oct	<b>Presenting:</b> <ul style="list-style-type: none"> <li>Conference presentations</li> <li>Media and public scholarship</li> <li>The elevator pitch: how to briefly summarize research</li> <li><i>Guest speaker: Kim Valenta</i></li> </ul>	<ul style="list-style-type: none"> <li>Colón, Ch.9</li> <li>Norvig, <a href="#">Gettysburg Powerpoint</a></li> </ul>	Project abstracts (200 words)
11	3 Nov	<b>Publishing:</b> <ul style="list-style-type: none"> <li><i>What and where to publish?</i></li> <li>The publication process</li> <li>Feedback and responding to reviewer comments</li> <li><i>Guest speakers: Gabriel Prieto, Susan DeFrance</i></li> </ul>	<ul style="list-style-type: none"> <li>Colón, Ch.10</li> </ul>	Preliminary research proposal (500 words)
12	10 Nov	<b>Field research: methods, ethics, and safety</b> <ul style="list-style-type: none"> <li>IRB and research ethics</li> <li>Fieldnotes and archive management (visual/digital)</li> <li>Fieldwork risk and safety</li> <li><i>Guest speakers: Marit Ostebo, Catherine Tucker</i></li> </ul>	<ul style="list-style-type: none"> <li>Ostebo 2021, Ch.1</li> </ul>	Ethics dilemma and reflection
13	17 Nov	<b>Understanding and unsettling the academy</b> <ul style="list-style-type: none"> <li>The university as an institution and a workplace</li> <li>Colonial legacies and realities in the academy</li> <li>Discrimination and harassment</li> <li>Imposter syndrome, mental health, and wellness</li> </ul>	<ul style="list-style-type: none"> <li>Bousquet, <i>How the University Works</i>, Ch.1 excerpt</li> <li><a href="#">Nordling, "Who Gets to Study Whom?"</a></li> <li><a href="#">"Anthropology: It's still white public space—An interview with Karen Brodtkin (Part I &amp; II)"</a></li> <li><a href="#">Revuluri, "How to Overcome Imposter Syndrome"</a></li> </ul>	Research proposal (1500 words)
14	24 Nov	NO CLASS – Thanksgiving		
15	1 Dec	<b>Careers outside the tenure track</b> <ul style="list-style-type: none"> <li>Non-academic career paths for anthropologists</li> <li>Transferrable skills / pitching your PhD</li> <li>Career satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>Kruger, <a href="#">"Why it is not a 'failure' to leave academia,"</a> <i>Nature</i>, Aug 1, 2018</li> <li>Kadir, <a href="#">"I'm glad I eschewed a career in academia – there are plenty of alternatives for PhDs"</a></li> </ul>	Research proposal peer reviews Non-tenure track cover letter

16	8 Dec	Research presentations		Research presentation (in class)
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## University Policies

### Class in the time of Covid

We can expect that UF's approach to holding classes in face of an ongoing pandemic will evolve as dictated by the public health and political circumstances. In consequence there is no course policy surrounding Covid; rather we will also respond to circumstances as needed. As the semester begins, this entails

- an expectation of masking in class out of respect for one another,
- a recommendation that everyone get vaccinated in order to minimize both your own risk and the possibility that you will spread the virus to others, and
- flexibility with due dates in case that you are directly impacted by Covid (please discuss with me as needed).

In case anyone is withheld from campus or has reason to feel that risk of exposure in class is too high, you are welcome to discuss with me the possibility of participating in class remotely via hyflex.

### Office hours

I will be in my office for office hours, but will also be accessible via Zoom during that time. If you visit in person, please wear a mask.

### Grading

Information on UF grading policy may be found at: [UF Graduate Catalog](#) and [Grades and Grading Policies](#).

### Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

### Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing [online evaluations](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students on the [Gator Evals page](#).

### University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. 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 or TAs in this class.

### Health and Wellness

#### **U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** [counseling.ufl.edu/cwc/](https://counseling.ufl.edu/cwc/), and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**Sexual Assault Recovery Services (SARS)**

## CONTRERAS

Student Health Care Center, 392-1161.

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or [police.ufl.edu](http://police.ufl.edu).

## Academic Resources

[E-learning technical support](#), 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).

[Career Resource Center](#), Reitz Union, 392-1601. Career assistance and counseling.

[Library Support](#), Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#), Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

[Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

[Student Complaints](#)

## HB-233

In accord with the recent dictates of the Florida State Legislature (HB-233, currently being challenged in court), students are allowed to record video and/or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture *does not* include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication 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.