

ANG6780

FOUNDATIONS FOR A CAREER IN ANTHROPOLOGY

Fall 2022
Thursday 1:55-4:55pm
1208H Turlington
Section 3G70

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Office Hours: Thurs 11:45-1:45pm 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. Students will also develop their teaching, CVs, and presentation skills. 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 students to a range of 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 wide variety of guest lecturers will speak about their diverse experiences as anthropologists and share their expertise on specific aspects of the research process. A major focus of the course is learning how to develop (and fund and publish) a compelling research project to help students develop their dissertation research projects.

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 21st Century*. Palgrave Macmillan.

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

- *Where Research Begins: Choosing a Research Project That Matters to You (and the World)* by Thomas Mullaney and Christopher Rea
- *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.

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 spread throughout the semester (detailed below).

- Class attendance and participation (10%)
- Development of a research proposal:
 - Research possible funding sources for your research ideas (5%)
 - Project abstract [250 words] (5%)
 - Preliminary research proposal [2 single-spaced pages] (10%)
 - Research proposal [5 single-spaced pages] (20%)
 - Peer reviews of three students' proposals (10%)
 - Oral presentation of research project (10%)
- Additional assignments:
 - Summary of five faculty research programs (2.5%)
 - Ethics dilemma and reflection (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%	

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, it 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

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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, and as such *must be completed on time*. 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.

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.

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 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.” 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.

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.

Academic Resources

[E-learning technical support](#), 352-392-4357 (select option 2) or e-mail to 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.

Course schedule:

Date	Topic(s)	Readings (*readings are available on Elearning)	Assignment Due
Week 1 Aug 25	Introduction <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	<ul style="list-style-type: none">• What to do to improve postgraduate mental health, Nature, May 9, 2018• How to handle the dark days of	

	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> depression, Nature, May 8, 2018 Write fiction to discover something new in your research, Nature, May 9, 2018 	
Week 2 Sept 1	Mentorship/Collaboration <ul style="list-style-type: none"> Department resources What to look for in a mentor Outside the department Guest speaker: Ginessa Mahar 	<ul style="list-style-type: none"> Colón, Foreward, Introduction, Ch. 1 *Rackham, How to Get the Mentoring You Want 	Summary of 5 faculty research profiles
Week 3 Sept 8	Developing your research <ul style="list-style-type: none"> Discuss possible research projects Academia or something else? Guest speakers: Adrienne Strong, Ken Sassaman, Aaron Broadwell 	<ul style="list-style-type: none"> Colón, Ch. 2 & 5 On the dissertation: How to find a research topic, Cassuto 2022, CHE Safe fieldwork strategies for at-risk individuals, their supervisors and institutions, Demery and Pipkin, 2020, Nature Ecology and Evolution 	Possible funding sources for your research ideas
Week 4 Sept 15	Envisioning a graduate career <ul style="list-style-type: none"> Career goals Imposter syndrome Gender harassment Personal/work balance Professional ethics 	<ul style="list-style-type: none"> Colón, Ch. 3 *Nelson et al. Signaling Safety: Characterizing Fieldwork Experiences and their Implications for Career Trajectories How to Overcome Imposter Syndrome, Revuluri, CHE Sexual harassment is rife in the sciences, Witze, 2018, Nature The sexual misconduct case that has rocked anthropology, Balter, 2016, Science 	<ul style="list-style-type: none"> Ethics dilemma and reflection Get the Dilemma Game app, Erasmus Universiteit Rotterdam
Week 5 Sept 22	Project abstracts <ul style="list-style-type: none"> Discuss and present abstracts 		Project abstract
Week 6 Sept 29	Writing a grant/fellowship proposal <ul style="list-style-type: none"> The role of funding in research 	<ul style="list-style-type: none"> *Silverman, "Writing Grant Proposals for Anthropological 	

	<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 – Lance Gravlee, Gabriel Prieto</i> 	<ul style="list-style-type: none"> • Research” (Wenner Gren) • *Przeworski and Salomon, “On the Art of Writing Proposals” (SSRC) • *Silvia, Ch 2 • *Lamott, “Shitty First Drafts” • Structured procrastination, Perry • *Example proposals 	
Week 7 Oct 6	Teaching <ul style="list-style-type: none"> • Academic teaching, grading, and mentoring at UF • Course and syllabus development • Team-based learning • <i>Guest speakers: Stephanie Bogart, Marit Ostebo</i> 	<ul style="list-style-type: none"> • Colón, Ch. 6 • UF Center for Teaching Excellence • TBL Handout 1 • TBL Handout 2 • Michaelsen – The essentials of Team-Based Learning 	Course syllabus
Week 8 Oct 13	Presenting <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"> • Colón, Ch.9 • Watch past years’ winners of UF’s Three Minute Thesis competition 	
Week 9 Oct 20	Publishing <ul style="list-style-type: none"> • Dissertation • <i>What and where to publish?</i> • The publication process • Feedback and responding to reviewer comments • <i>Guest speaker: Kim Valenta</i> 	<ul style="list-style-type: none"> • Colón, Ch.8 & 10 • The high anxiety of submitting a book proposal, Portwood-Stacer, 2022, CHE 	Preliminary research proposal (2 ss pages)
Week 10 Oct 27	Surviving grad school and developing your professional presence <ul style="list-style-type: none"> • What should you get out of (and put into) your courses? • How to cultivate a good relationship with your advisor and committee • What to do if things go badly with your advisor? • Create a compelling CV • <i>Guest speaker: Kate Grillo</i> 	<ul style="list-style-type: none"> • Colón, Ch. 4 & 7 • Examples CVs 	<ul style="list-style-type: none"> • Course wish list • CV
Week 11 Nov 3	Careers outside the tenure track <ul style="list-style-type: none"> • Academic job market 	<ul style="list-style-type: none"> • Colón, Ch.12 • Falling out of love with my astronomy 	Description of non-tenure track position

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	<ul style="list-style-type: none"> • Non-academic career paths for anthropologists • Transferrable skills / pitching your PhD • Career satisfaction • Guest speaker: Sarah Szurek 	<ul style="list-style-type: none"> • career dream led to something even better, Lanes, 2022, Science • Why it is not a 'failure' to leave academia, Kruger, 2018, <i>Nature</i> • I'm glad I eschewed a career in academia – there are plenty of alternatives for PhDs, Kadir, 2017 	
Week 12 Nov 10	An academic career	<ul style="list-style-type: none"> • Colón, Ch. 11 & 12 	Research proposal (5 ss pages)
Week 13 Nov 17	Grant review panel discussions	<ul style="list-style-type: none"> • *Gender bias goes away when grant reviewers focus on the science, Nature, Jan 26, 2018 	Peer reviews of research proposals
Nov 24	NO CLASS – Thanksgiving		
Week 14 Dec 1	Research proposal presentations <ul style="list-style-type: none"> • Course wrap-up • Suggestions for next year 		Oral presentation of research proposal