

## Foundations for a Career in Anthropology (ANG 6930)

Weds 5:10-8:10 (online)

**Instructor:** Alix Johnson (*she/her/hers*)  
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**Office:** Turlington B129  
**Office hours:** Mon 2-3:00 & T 1-2:00

**Course description:** This course is designed to prepare students for a research career in Anthropology. 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 reflects students' research interests and aims, and utilizing university and other resources to write and refine a research proposal. Students will also develop their teaching portfolio and practice, CVs, and presentation skills. Issues of ethics and equity will be discussed across these projects. Additional topics relevant to a professional career in anthropology, including non-academic 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 researchers in and outside the academy, and share expertise on specific aspects of the research process.

**Learning objectives:** Students will gain specific knowledge about, and experience: designing, conducting, writing, publishing, and presenting research. Students will also gain specific knowledge about, and experience in course design, syllabus development, and teaching. More broadly, students will be exposed to information and perspectives that will guide them in setting and achieving career goals.

**Reading:** The majority of reading in this course will be online articles (and other media), detailed in the course schedule below. There is one required text, available as an e-book through the UF library and UF bookstore, as well as several recommended ones:

Required:

- Karen Kelsky (2015). *The Professor is In: The Essential Guide to Turning Your PhD Into a Job*. Three Rivers Press.

Recommended:

- Wendy Laura Belcher (2019). *Writing Your Journal Article in 12 Weeks* (2<sup>nd</sup> ed.). University of Chicago Press.
- Paul J. Silvia (2018). *How to Write a Lot: A Practical Guide to Productive Academic Writing*. APA Life Tools.
- Yolanda Flores Niemann, Gabriella Gutiérrez y Muhs, Carmen G. González, Angela P. Harris, eds. (2020). *Presumed Incompetent II: Race, Class, Power and Resistance of Women in Academia*. Utah State University Press.

**Course format:** This course meets once a week for three hours (with breaks), via Zoom. This course will be primarily discussion-based, with short lectures by myself and various guests. There will also be one optional in-person (outdoor and socially distanced) session, to be scheduled, toward the end of term. Zoom links and meeting passwords will be posted on the course Canvas site.

**Assessment:** Grades will be determined based on the following components:

- Class attendance and participation (10%)
- Development of a research project:
  - Research on funding sources (5%)
  - Project abstract [250 words] (5%)
  - Preliminary research proposal [2 pages] (10%)
  - Research proposal [5 pages] (20%)
  - Research proposal peer review (10%)
  - Oral presentation of research project (10%)
- Additional assignments:
  - Summary of five faculty research programs (5%)
  - Non-tenure track cover letter (5%)
  - CV (5%)
  - Course description (5%)
  - Microteaching practice (5%)
  - Ethics dilemma and reflection (5%)

**Grading scale:**

A	100-93	B-	82-80	D+	69-67
A-	92-90	C+	79-77	D	66-63
B+	89-87	C	76-73	D-	62-60
B	86-83	C-	72-70	E	Below 60

The university grading policy can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

**Course policies:**

*Expectations*

This course is organized as a discussion seminar, and as such, its success depends on you. I and other guest speakers will offer short lectures, but the majority of our class time will be spent in conversation. Full participation requires keeping up with readings and assignments, as well as contributing regularly and robustly in class. Because this course meets so infrequently (and class discussions are very difficult to make up), you are strongly encouraged to attend all class sessions. It is also important that you arrive to class on time, and do what you need to stay focused during class. We will take hourly breaks to fight Zoom-fatigue and minimize multi-tasking.

## *Assignments*

Assignments appear on the course schedule the day they will be discussed in class; they are due by 11:59pm *the day before* that and should be submitted via the course Canvas site.

I will grant extensions only in the case of exceptional circumstances, and only if you make arrangements with me in advance (or provide appropriate documentation after the fact). In all other cases, your grade will be reduced by 5% (roughly half a letter grade) for every day that your assignment is late.

If you have questions or concerns about your grade on an assignment, come speak with me in office hours (or make an appointment) *within one week of the day your grade is posted*. No changes will be made to grades after that window, but I am happy to speak with you generally about your progress anytime.

## *Communication*

Email should be used for brief or urgent matters only – please bring questions about course content and assignments to class or office hours. I will reply to all emails sent during the week within 48 hours, but will not respond to course email over the weekend. Please plan accordingly if you need a quick reply.

## *Accommodations*

UF is committed to achieving full accessibility for people with disabilities, and I am committed to making this classroom accessible to you. I realize that the transition to online learning will raise new questions and concerns, so let's be in conversation about your needs as they arise. If you are a student with a disability and think you may need accommodations, you are encouraged to register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/), or 001 Reid Hall) as soon as possible – but also know that it is never too late. Having your accommodation letter will allow me to make any necessary accommodations as quickly as possible. Whether or not you are registered with the Disability Resource Center, I always welcome feedback about how to make this class more accessible – to you in particular, or overall.

## *Academic integrity*

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.” I encourage you all to review the Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) in its entirety. *In this course, cheating and plagiarism (representing someone else's work as your own) will result in a grade of zero, and may be reported to the Dean of Students.*

### *Course Evaluations*

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two weeks of the semester, and I will make time for you to complete your evaluations in class. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

### *Territorial acknowledgment*

The University of Florida is located on traditional and unceded Timucua and Seminole territory.

### *UF Resources*

Library / Research Support: <http://cms.uflib.ufl.edu/ask>

E-Learning / Technical Support: [learningsupport@ufl.edu](mailto:learningsupport@ufl.edu) / 352-392-4357 (select option 2)

Counseling and Wellness Center: <https://counseling.ufl.edu> / 352-392-1575

U Matter, We Care (resources for students in distress): [umatter@ufl.edu](mailto:umatter@ufl.edu) / 352-294-2273

Aid-a-Gator (emergency financial assistance): <https://www.sfa.ufl.edu/aidagator/>

### **Course schedule:**

#### Week 1 (9/2): Introductions

- Introduction to each other: interests and goals
- Introduction to the graduate program: structure and timeline
- Advising and committee-building
- Planning and project-management
- University resources

#### Week 2 (9/9): Mentorship, networking, collaboration

- Building a research program
- Approaching and working with a mentor
- Collaborative research
- Networking
- **Due:** Summary of 5 faculty research profiles
- **Guest speakers:** Connie Mulligan, Kim Valenta
- **Reading:**
  - *The Professor is In*, Ch 1-3, Ch 4-7, Ch 55-57
  - Rackham Graduate School, "How to Get the Mentoring You Want"

### Week 3 (9/16): Developing a research project

- Designing and refining a research program
- Research ethics, anticipating potential issues
- Finding funding for research
- **Due:** Funding research
- **Guest speakers:** Catherine Tucker, Gabriel Prieto
- **Reading:**
  - *The Professor is In*, Ch 17

### Week 4 (9/23): Understanding and unsettling the academy

- The university as an institution and a workplace
- Colonial legacies and realities in the academy
- Discrimination and harassment
- Imposter syndrome, mental health, and wellness
- **Reading:**
  - Nordling, "Who Gets to Study Whom?"
  - Brodken, Morgen and Hutchinson, "Anthropology as White Public Space?"
  - Revuluri, "How to Overcome Imposter Syndrome"

### Week 5 (9/30): Project abstracts

- The elevator pitch: how to briefly summarize research
- Presentation, discussion, and peer review of abstracts in class
- **Due:** Project abstract (250 words)
- **Reading:** Wenner-Gren example abstracts

### Week 6 (10/7): Careers outside the tenure track

- Non-academic career paths for anthropologists
- Transferrable skills and pitching your PhD
- Career satisfaction
- **Due:** Non-tenure track cover letter
- **Guest speakers:** Sarah Kelman (Facebook), Joshua Goodwin (Bureau of Archaeological Research)
- **Reading:**
  - *The Professor is In*, Ch 58-63
  - Kruger, "Why it is not a 'failure' to leave academia," *Nature*, Aug 1, 2018
  - Kadir, "I'm glad I eschewed a career in academia – there are plenty of alternatives for PhDs"

### Week 7 (10/14): Grants and grant writing

- The role of funding in research
- When, where, and how to apply for grants
- Humanities vs. science models
- Discussion of example proposals
- Developing your CV and professional presence
- **Due:** CV
- **Guest speakers:** Dan Contreras, Richard Kernaghan
- **Reading:**
  - *The Professor is In*, Ch 51-52
  - Silverman, "Writing Grant Proposals for Anthropological Research" (Wenner Gren)
  - Przeworski and Salomon, "On the Art of Writing Proposals" (SSRC)
  - Example proposals

### Week 8 (10/21): Managing research and writing

- Organizing long-term research and writing
- Developing a sustainable and productive writing practice
- Library research and resources
- **Due:** Preliminary research proposal (2p)
- **Guest speakers:** Ginessa Mahar (Library), Mickey Schafer (Writing Program)
- **Reading:**
  - Silvia, "Ch 2: Specious Barriers to Writing a Lot" and "Ch 3: Motivational Tools"
  - Lamott, "Shitty First Drafts"

### Week 9 (10/28): Teaching

- Academic teaching, grading, and mentoring at UF
- Course and syllabus development
- Team-based learning and other interactive tools
- Online vs. bricks-and-mortar courses
- CTE resources
- **Due:** Course description
- **Guest speakers:** Marit Ostebo
- **Reading:**
  - Michaelson, "The Essentials of Team Based Learning"
  - TBL handout

Week 10 (11/4): Publishing and presenting

- The publication process
- Feedback and responding to reviewer comments
- Conference presentations
- Media and public scholarship
- **Due:** Microteaching practice (in class)
- **Guest speakers:** Kate Grillo
- **Reading:**
  - Belcher, "Introduction," "Week 1" and "Week 2"
  - *The Professor is In*, Ch 19-20

Week 11 (11/11): NO CLASS

- **Due:** Final research proposal (5pp)

Week 12 (11/18): Field research: methods, ethics and safety

- IRB and research ethics
- Fieldnotes and archive management (visual/digital)
- Fieldwork risk, trauma, and safety
- **Due:** Ethics dilemma and reflection
- **Guest speakers:** Tanya Aranca, Adrienne Strong
- **Reading:**
  - AAA ethics statements and case studies
  - Anthrodendum series, "Trauma and Resilience"

Week 13 (11/25): NO CLASS

Week 14 (12/2): Research proposal review

- **Due:** Research proposal peer reviews

Week 15 (12/9): Research presentations

- **Due:** Research presentation (in class)