

## ANG6930 (Section 3G70): FOUNDATIONS FOR A CAREER IN ANTHROPOLOGY

Prof. Connie J. Mulligan

Class meets in TUR B304, Wednesday, periods 10-E1 (5:10-8:10pm, with a 15 min break)

Contact information:

409 Cancer & Genetics Research Complex  
352-273-8092

[cmulligan@ufl.edu](mailto:cmulligan@ufl.edu) (best contact)

Office hours: Wednesday, 4-5pm, B119 Turlington Hall, or by appointment

**Course summary:** This course will prepare graduate students for a research career in Anthropology. Specifically, students will learn how to develop, fund, present and publish independent research. Students will develop a research project, possibly as part of a collaborative team, within the class and will utilize university and other resources to develop their research project during the course. Guest lecturers will speak on topics such as manuscript preparation and submission, grant proposal writing, conference presentations, etc and students will use what they learn to further develop their research projects. 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, will be discussed. Ethical considerations across a wide range of issues, e.g. research design, publication of results, behavior while in the field, etc, will be discussed and students will be asked to contribute personal ethical dilemmas they have encountered.

**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 developing a research project that reflects students' research interests and ideas with the short-term goal of developing a project for next summer and the long-term goal of developing a dissertation research project. Many of the skills discussed during the semester will be practiced through the research project, i.e. write a draft grant proposal to fund the research, write a journal or conference abstract, give a conference presentation. There will also be assignments to explore particular topics, e.g. research project to discuss pros and cons of online courses.

**Reading materials:** The majority of the required reading will be online articles and are detailed in the course schedule below. If students know of additional articles or diseases that they would like to discuss, please contact me. There are several recommended books:

- Getting What You Came For: The Smart Student's Guide to Earning an MA or PhD, Robert Peters
- Surviving Your Stupid, Stupid Decision to Go to Grad School, Adam Ruben
- How to Write a Lot: A Practical Guide to Productive Academic Writing, by Paul J Silvia

**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 date in the course schedule listed below in which they will be discussed and all assignments are due the day before the class):

- Class attendance and participation (10%)
- Development of a research project that will be enhanced and guided by the following assignments.
  - o Research possible funding opportunities or funding agencies for your research ideas (4%)
  - o Proposal abstract (5%)
  - o Preliminary research proposal (2 pages) (10%)
  - o Research proposal (~5 pages) (20%)
  - o Reviews of research proposals of three other students (10%)
  - o Oral presentation of research project – 5-10 min, modeled on a conference podium presentation (10%)
- Additional assignments:
  - o Summary of five faculty research programs, with specific mention of development and collaborative nature of the research programs (3%)
  - o Write-up of one ethical dilemma for class discussion (3%)
  - o Research a non-tenure-track position of interest to you and write a short description, and possibly interview someone in that position (5%)
  - o Mini research project (possibly with UF undergraduates) on pros and cons of online courses (e.g. focus group discussions, online surveys, in-person interviews) (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 is 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](mailto: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:**

Aug 22 – First day of class

Introductions

Intro to grad school

- 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?

Reading:

- What to do to improve postgraduate mental health, Nature, May 9, 2018, [https://www.nature.com/articles/d41586-018-05074-4?WT.ec\\_id=NATURE-20180510&utm\\_source=nature\\_etoc&utm\\_medium=email&utm\\_campaign=20180510&spMailingID=56589675&spUserID=MjA1NzYzMjUzNAS2&spJobID=1401532263&spReportId=MTQwMTUzMjI2MwS2](https://www.nature.com/articles/d41586-018-05074-4?WT.ec_id=NATURE-20180510&utm_source=nature_etoc&utm_medium=email&utm_campaign=20180510&spMailingID=56589675&spUserID=MjA1NzYzMjUzNAS2&spJobID=1401532263&spReportId=MTQwMTUzMjI2MwS2)
- How to handle the dark days of depression, Nature, May 8, 2018, [https://www.nature.com/articles/d41586-018-05088-y?WT.ec\\_id=NATURE-20180510&utm\\_source=nature\\_etoc&utm\\_medium=email&utm\\_campaign=20180510&spMailingID=56589675&spUserID=MjA1NzYzMjUzNAS2&spJobID=1401532263&spReportId=MTQwMTUzMjI2MwS2](https://www.nature.com/articles/d41586-018-05088-y?WT.ec_id=NATURE-20180510&utm_source=nature_etoc&utm_medium=email&utm_campaign=20180510&spMailingID=56589675&spUserID=MjA1NzYzMjUzNAS2&spJobID=1401532263&spReportId=MTQwMTUzMjI2MwS2)
- Write fiction to discover something new in your research, Nature, May 9, 2018, [https://www.nature.com/articles/d41586-018-05089-x?WT.ec\\_id=NATURE-20180510&utm\\_source=nature\\_etoc&utm\\_medium=email&utm\\_campaign=20180510&spMailingID=56589675&spUserID=MjA1NzYzMjUzNAS2&spJobID=1401532263&spReportId=MTQwMTUzMjI2MwS2](https://www.nature.com/articles/d41586-018-05089-x?WT.ec_id=NATURE-20180510&utm_source=nature_etoc&utm_medium=email&utm_campaign=20180510&spMailingID=56589675&spUserID=MjA1NzYzMjUzNAS2&spJobID=1401532263&spReportId=MTQwMTUzMjI2MwS2)

Aug 29 – Late start because of the New Student Mixer, 4-6pm, Keene Faculty Center

- Faculty research profiles – students will have viewed all faculty research profile videos to learn more about research in the department and to see how different research programs are developed
- 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(s) for course project
- Sept 5 - Begin discussions of possible research projects and investigate potential collaborative research teams
- Discuss funding opportunities for research
- Discussion of career goals and how PhD and research support those goals
- Ethics – professional, research, fieldwork.
- \*Write-up of funding opportunities for proposed research
- Sept 12 - Career goals, imposter syndrome, gender harassment, professional/personal life balance
- Discuss funding opportunities for research, continued
- Reading:
- Signaling safety: Characterizing fieldwork experiences and their implications for career trajectories, Nelson et al., 2017, American Anthropologist
  - Gender bias goes away when grant reviewers focus on the science, Nature, Jan 26, 2018 - [https://www.nature.com/articles/d41586-018-01212-0?WT.ec\\_id=NATURE-20180202&spMailingID=55891285&spUserID=MjA1NzYzMjUzNAS2&spJobID=1340119441&spReportId=MTM0MDExOTQ0MQS2](https://www.nature.com/articles/d41586-018-01212-0?WT.ec_id=NATURE-20180202&spMailingID=55891285&spUserID=MjA1NzYzMjUzNAS2&spJobID=1340119441&spReportId=MTM0MDExOTQ0MQS2)
  - What is imposter syndrome? <https://www.quickanddirtytips.com/health-fitness/medical-conditions/what-is-impostor-syndrome?page=1>
- \*Students come prepared with ethical dilemmas to discuss
- Sept 19 - Discussion and presentation of abstracts. All students will participate in reading and revising all abstracts
- \*Abstracts due
- Sept 20 - 9-11 am, CSE E252, Guest speaker, Dr. Jeff Mantz, Program Director, NSF Cultural Anthropology Program
- Sept 26 - Discussion and presentation of abstracts, continued
- Oct 3 - “Off the tenure track: Faculty positions beyond the professoriate for anthropologists” – Sarah Szurek, 6-7pm, Program Director, Office of Community Outreach and Engagement, UF Health Cancer Center – Confirmed
- \*Research project on a non-tenure-track position
- Reading:
- Why it is not a ‘failure’ to leave academic, Nature, Aug 1, 2018, [https://www.nature.com/articles/d41586-018-05838-y?WT.ec\\_id=NATURE-20180802&utm\\_source=nature\\_etoc&utm\\_medium=email&utm\\_campaign=20180802&spMailingID=57109015&spUserID=MjA1NzYzMjUzNAS2&spJobID=1460244850&spReportId=MTQ2MDI0NDg1MAS2](https://www.nature.com/articles/d41586-018-05838-y?WT.ec_id=NATURE-20180802&utm_source=nature_etoc&utm_medium=email&utm_campaign=20180802&spMailingID=57109015&spUserID=MjA1NzYzMjUzNAS2&spJobID=1460244850&spReportId=MTQ2MDI0NDg1MAS2)
  - 5 key factors to finding job satisfaction, The Chopra Center, <https://chopra.com/articles/5-key-factors-to-finding-job-satisfaction>
  - Job satisfaction, Turbulent times, Nature, 2012, 488:685-688, <https://www.nature.com/nature/journal/v488/n7413/full/nj7413-685a.html>
- Oct 10 - Academic Publishing: Responding to Soul-Crushing Reviewer Comments and Getting Your Paper Published, Valerie DeLeon and Ken Sassaman – Confirmed
- Discuss research proposals

\*2 page preliminary research proposal due

- Oct 17 - Cultivating a good relationship with your mentor and committee, creating a compelling CV, post-PhD life, T&P, business of the university, bibliometrics, grants and publishing  
Conference papers: The good, the bad, and the ugly – Kate Grillo - Confirmed  
Reading:  
- Mire CV
- Oct 24 - Team-based learning – Marit Ostebo - Confirmed  
Reading (eLearning website):  
- TBL Handout 1  
- TBL Handout 2  
- Michaelsen – The essentials of Team-Based Learning
- Oct 31 - Writing a grant proposal, Humanities vs science models – Brenda Chalfin and Chris McCarty - Confirmed  
Photography and videography, digital archive management – Chris LeClere  
\*5 page research proposal due  
Assign review panels and grant reviews (due Nov 21), go over NSF and NIH review criteria
- Nov 7\* – Chris Clukay  
Future of online courses and bricks-and-mortar teaching – Chris McCarty - Confirmed  
Budget issues pertaining to bricks-and-mortar, online, distance learning classes – Karen Jones  
\*Present and discuss research projects on online courses
- Nov 14\* - Ethics seminar – Mike Heckenberger - Confirmed  
\*Turn in course syllabus (online or bricks-and-mortar)
- Nov 21 - Thanksgiving  
\*Submit research proposal reviews
- Nov 28 - Grant review panel discussions
- Dec 5 - \*Oral presentations of research projects – 5-10 min presentations  
Course wrap-up, suggestions for next semester