

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

Dr. Adrienne Strong

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

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Office hours: T 1-3pm, RF 2-3pm, 414 Grinter, or by appointment

**Course summary:** This course will prepare you 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, as well as conference presentations, 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, will be discussed and you will be asked to contribute personal ethical dilemmas you 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. There are two required texts and several recommended books:

Required:

- The Professor is In by Karen Kelskey
- Writing Your Journal Article in 12 Weeks, 2<sup>nd</sup> ed. by Wendy Laura Belcher

Recommended:

- 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 by noon on the date due, to be submitted via Canvas):

- 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 (5%)
    - Should include information such as deadlines, evaluation criteria, amount of money per award, funding rate (if available), pieces required by the application, limitations on eligibility or types of projects funded
  - o Proposal abstract (5%)
    - 250 words
  - 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 – 3-minute thesis format (10%)
- Additional assignments:
  - o Summary of five faculty research programs, with specific mention of development and collaborative nature of the research programs (5%)
  - o Research a non-tenure-track position of interest to you and write a short description, plus write a one-page cover letter to apply for that or a similar position (5%)
  - o Microteaching Practice using lesson from your developed syllabus, instructions on Canvas, can be based on in person or online format per your choice (5%)
  - o Development of a course syllabus (online or bricks-and-mortar) (10%)
    - Must include learning objectives, course description, assignments, and an outline of readings for the semester. Must be appropriate for the level you assign to the course, i.e. intro, intermediate, advance undergrads.
  - o Ethics reflection based on your own previous and/or anticipated research including possible issues, how to address or prevent them, resources you might need, tangible or otherwise (5%)

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 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.

**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.

### **Academic Honor Code**

Students are expected to uphold the Academic Honor Code of the University of Florida. The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the

University community, and (3) to foster a high sense of integrity and responsibility on the part of the University community. Please see the following website for a complete explanation of the Academic Honor Code: [www.registrar.ufl.edu/catalog/policies/students.html](http://www.registrar.ufl.edu/catalog/policies/students.html)).

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.

**Accommodations:** Please assert requests for accommodations often and early. It is never too late to request accommodations – our bodies and circumstances are continuously changing. If you have any kind of disability, whether apparent or non-apparent, learning, emotional, physical, or cognitive, and you need some accommodations or alternatives to lectures, assignments, or exams, please feel free to contact me to discuss reasonable accommodations for your access needs. I am committed to making the course accessible to all students.

You will be asked to make use of formal accessibility services on campus; however, you will not be asked to disclose personal medical information. If there are ways in which the overall structure of the course and general classroom interactions could be adapted to facilitate full participation, please do not hesitate to raise your ideas with me: I welcome comments and suggestions about the format of readings, lectures, and class discussions.

Students requesting accommodation should first register with the Dean of Students Office so that you have documentation for all your courses. For more information about services available to University of Florida students: Dean of Students Office Disability Resource Center 202 Peabody Hall or 0020 Reid Hall Phone: (352) 392-1261 Phone: (352) 392-8570

**Basic Needs:** Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

**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 Evaluations:** Students are expected to provide professional and respectful 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/>.

### Course schedule:

Aug 21 – First day of class

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

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- writing, reading, outside activities, multiple projects; introduce the pipeline concept and Trello as one tool to use.
- 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,
- 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,

Aug 28 – Faculty research profiles – View 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
- Speed-networking event – to identify potential research partner(s) for course project

\*Summary of five faculty research programs, with specific mention of development and collaborative nature of their research programs

Reading:

- The Professor Is In part I and Part III

Sept 4 - Begin discussion of possible research projects and investigate potential collaborative research teams- Ken Sassaman and Dave Daegling, confirmed

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 11 - Career goals, imposter syndrome, gender harassment, fieldwork trauma, professional/personal life balance—Alix Johnson, confirmed

Discuss funding opportunities for research, continued

Reading:

- Gender bias goes away when grant reviewers focus on the science, Nature, Jan 26, 2018 -
- Signaling safety: Characterizing fieldwork experiences and their implications for career trajectories, Nelson et al., 2017, American Anthropologist
- The sexual misconduct case that has rocked anthropology, Feb 9, 2016

- <https://anthrodendum.org/author/trauma-and-resilience/>

\*Come prepared with ethical dilemmas to discuss, 500 word write up of possible ethical issues in your anticipated research/fieldwork

Sept 18 - Discussion and presentation of abstracts. Everyone will participate in reading and revising all abstracts

\*Abstracts due

Sept 25 - What is anthropology, elevator speeches, research proposals. Discussion and presentation of abstracts, continued

Oct 2 - Discussion of alt-ac jobs

“Off the tenure track: Faculty positions beyond the professoriate for anthropologists” -Sarah Szurek (confirmed) and TBA

Reading:

- Why it is not a ‘failure’ to leave academia, Nature, Aug 1, 2018
- <http://theprofessorisin.com/category/resumes-postac-docs/>
- 5 key factors to finding job satisfaction, The Chopra Center
- Job satisfaction, Turbulent times, Nature, 2012, 488:685-688

\*Research project on a non-tenure-track position

Oct 9 - Academic Publishing: Responding to Soul-Crushing Reviewer Comments and Getting Your Paper Published-Rick Stepp, confirmed

Reading:

- Writing Your Journal Article in 12 Weeks- Intro, Week 1, Week 2, Week X
- Hoaxers slip breastaurants and dog-park sex into journals, NYT, Oct 4, 2018,

\*2-page preliminary research proposal due

Oct 16 - Cultivating a good relationship with your mentor and committee, what to do if things go badly with your advisor, creating a compelling CV, elevator speeches/3-minute thesis competition, 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:

- Writing Your Journal Article in 12 Weeks- Week 3
- Mire CV
- Review The Professor is In chapter 14
- <http://theprofessorisin.com/category/getting-tenure/>

Oct 23 - Team-based learning – Marit Ostebo - Confirmed

Reading:

- TBL Handout 1
- TBL Handout 2
- Michaelsen – The essentials of Team-Based Learning

Oct 30 - Writing a grant proposal, Humanities vs science models – Guests TBA  
Photography and videography, digital archive management – Chris LeClere possibly

Assign review panels and grant reviews (due Nov 20), go over NSF and NIH review criteria

\*5-page research proposal due

Nov 6 – Academic teaching, issues facing TAs, developing online courses  
Future of online courses and bricks-and-mortar teaching – Chris McCarty – (tentative)

\*Turn in course syllabus (online or bricks-and-mortar)

Nov 13 - Ethics seminar – Aaron Broadwell and James Davidson

Reading:

- Writing Your Journal Article in 12 Weeks- Week 6

\*Microteaching Practice presentations

Nov 20 - AAAs – Dr. Strong out of town  
Budget issues pertaining to bricks-and-mortar, online, distance learning classes – Karen Jones  
(tentative)

Nov 27 - Thanksgiving

\*Submit research proposal reviews

Dec 4 - Grant review panel discussions